

DISCOVER

Multidisciplinary





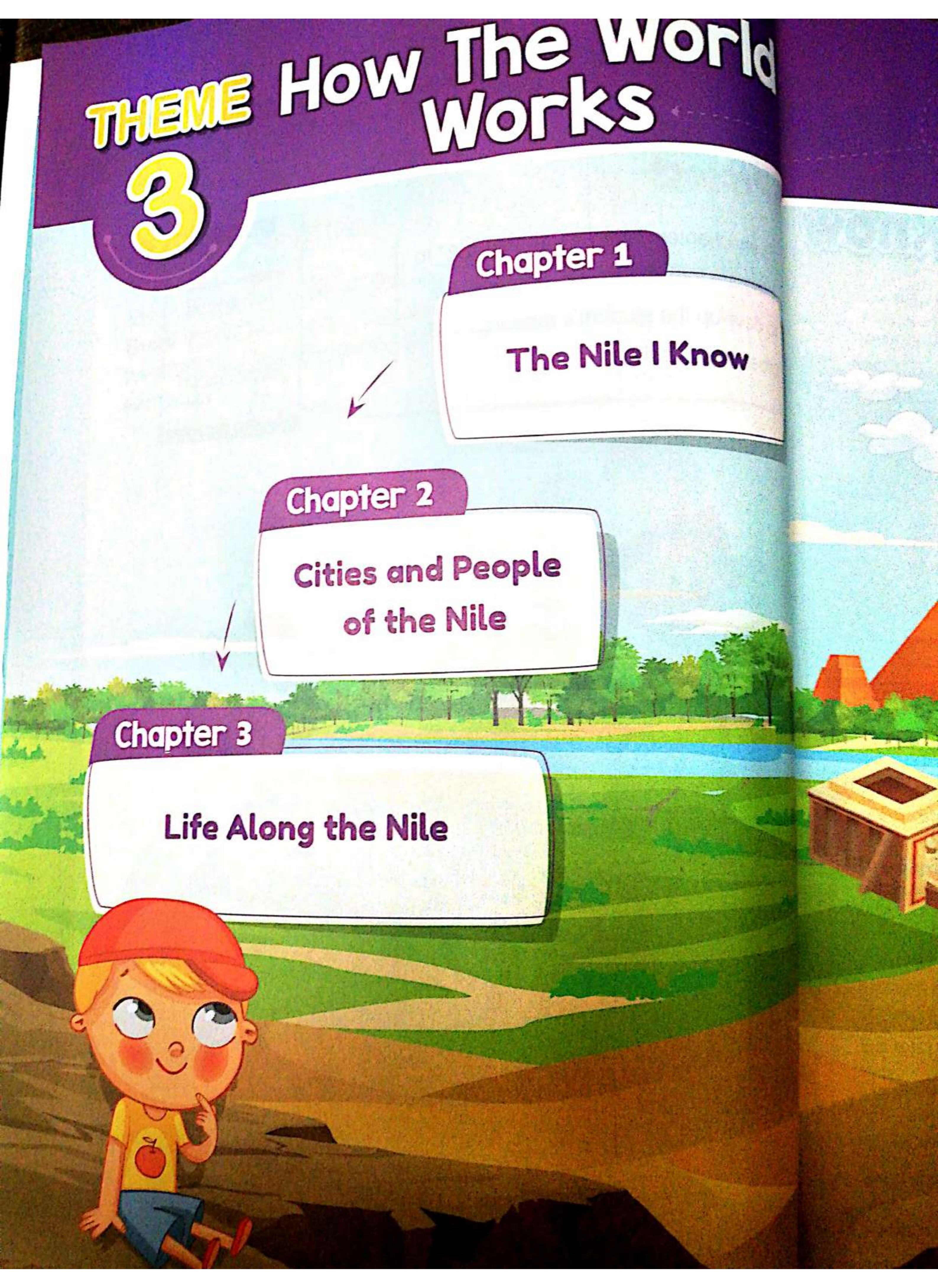


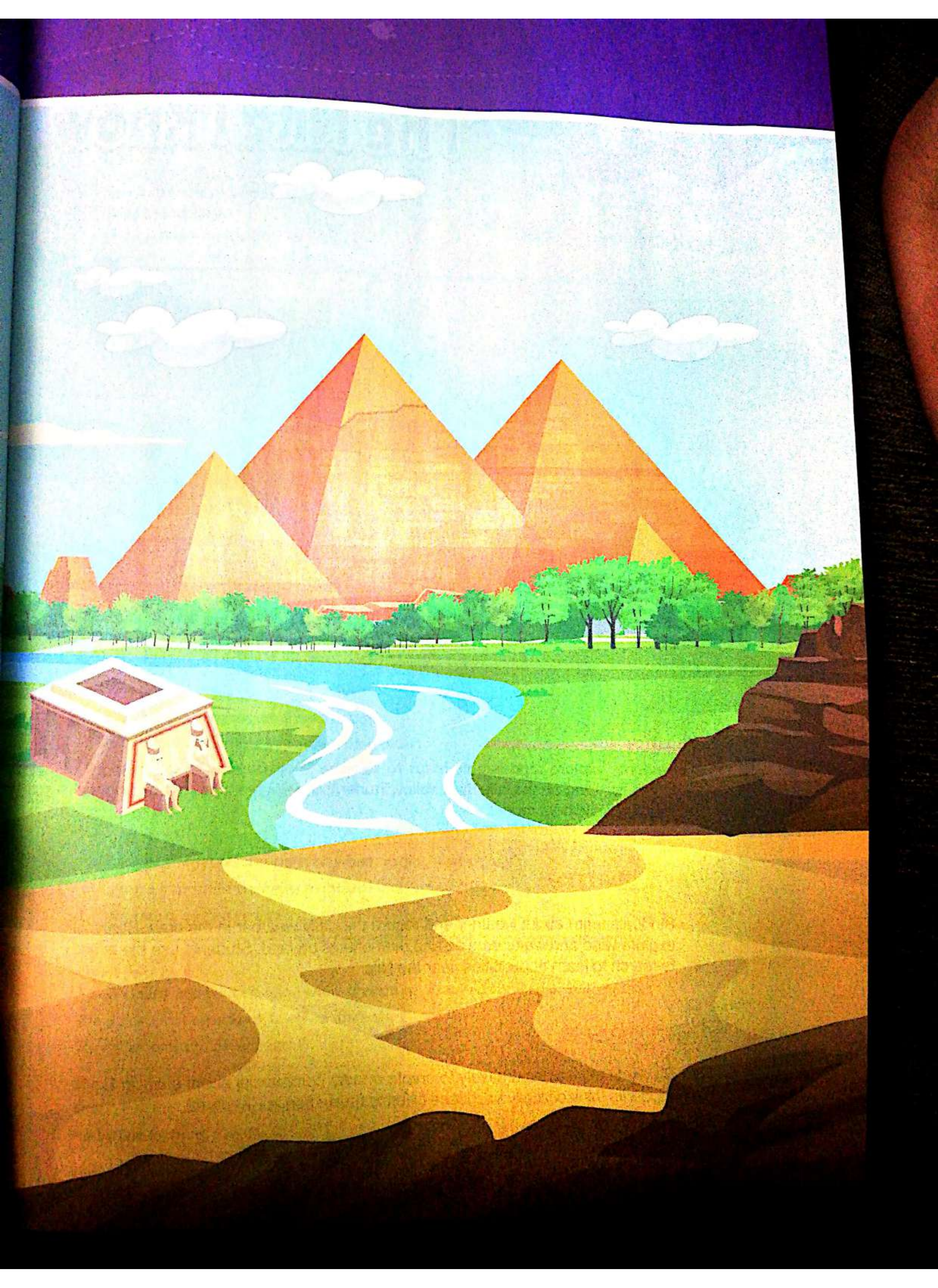
Parents' Guide
•Pacing Guide
Every chapter begins with a "Pacing Guide" that shows the learning focus of the chapter and the new key words of each lesson.
Pacing Guide

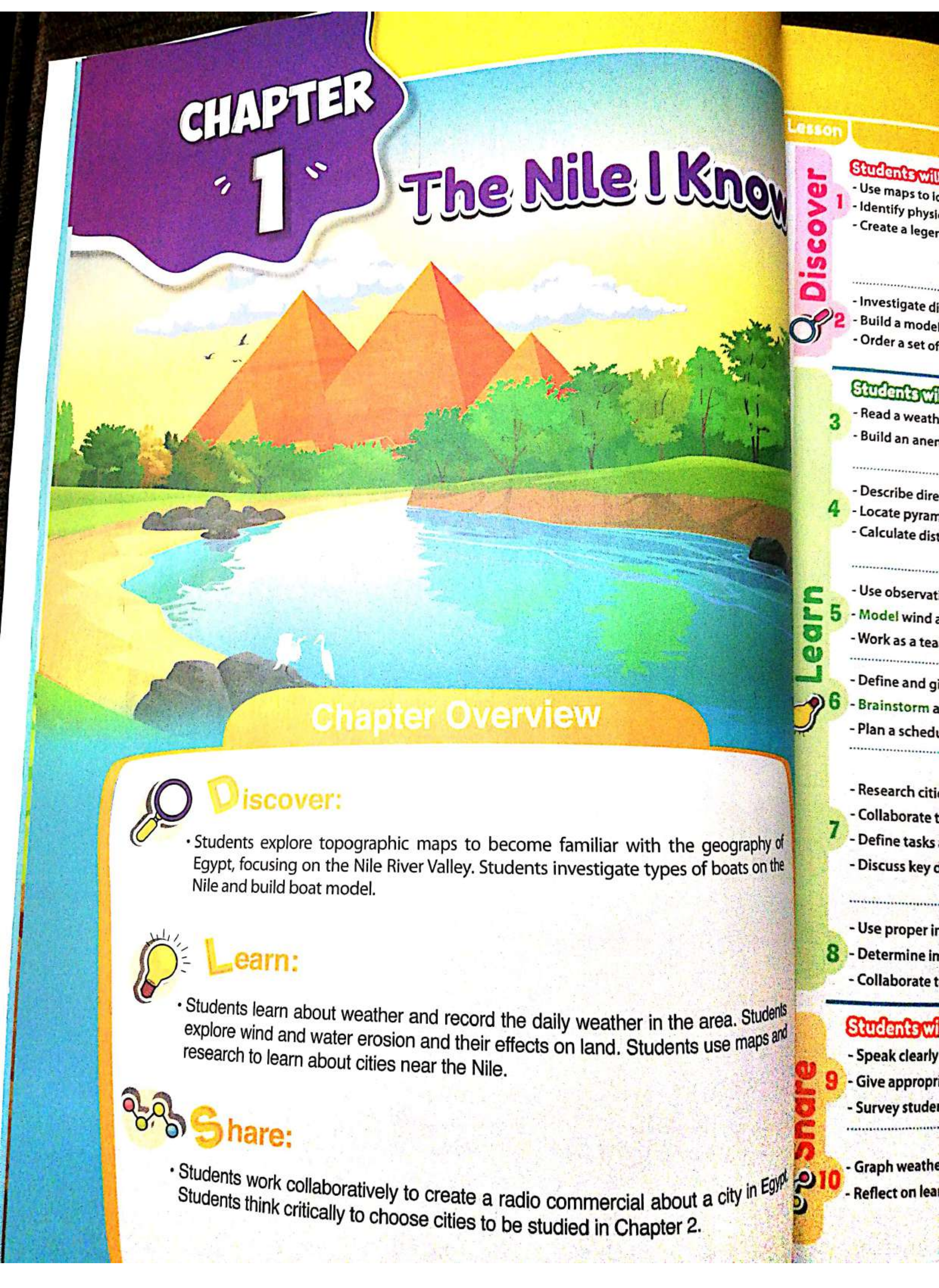


• Project

Every chapter ends with a **"Project"** to integrate topics and concepts in order to develop the student's research and presentation skills.


THEME 3 How The World Works
Chapter 1
The Nile I Know
Chapter 2
Cities and People of the Nile
Chapter 3
Life Along the Nile





CHAPTER 1

The Nile I Know

Chapter Overview

Discover:

- Students explore topographic maps to become familiar with the geography of Egypt, focusing on the Nile River Valley. Students investigate types of boats on the Nile and build boat model.

Learn:

- Students learn about weather and record the daily weather in the area. Students explore wind and water erosion and their effects on land. Students use maps and research to learn about cities near the Nile.

Share:

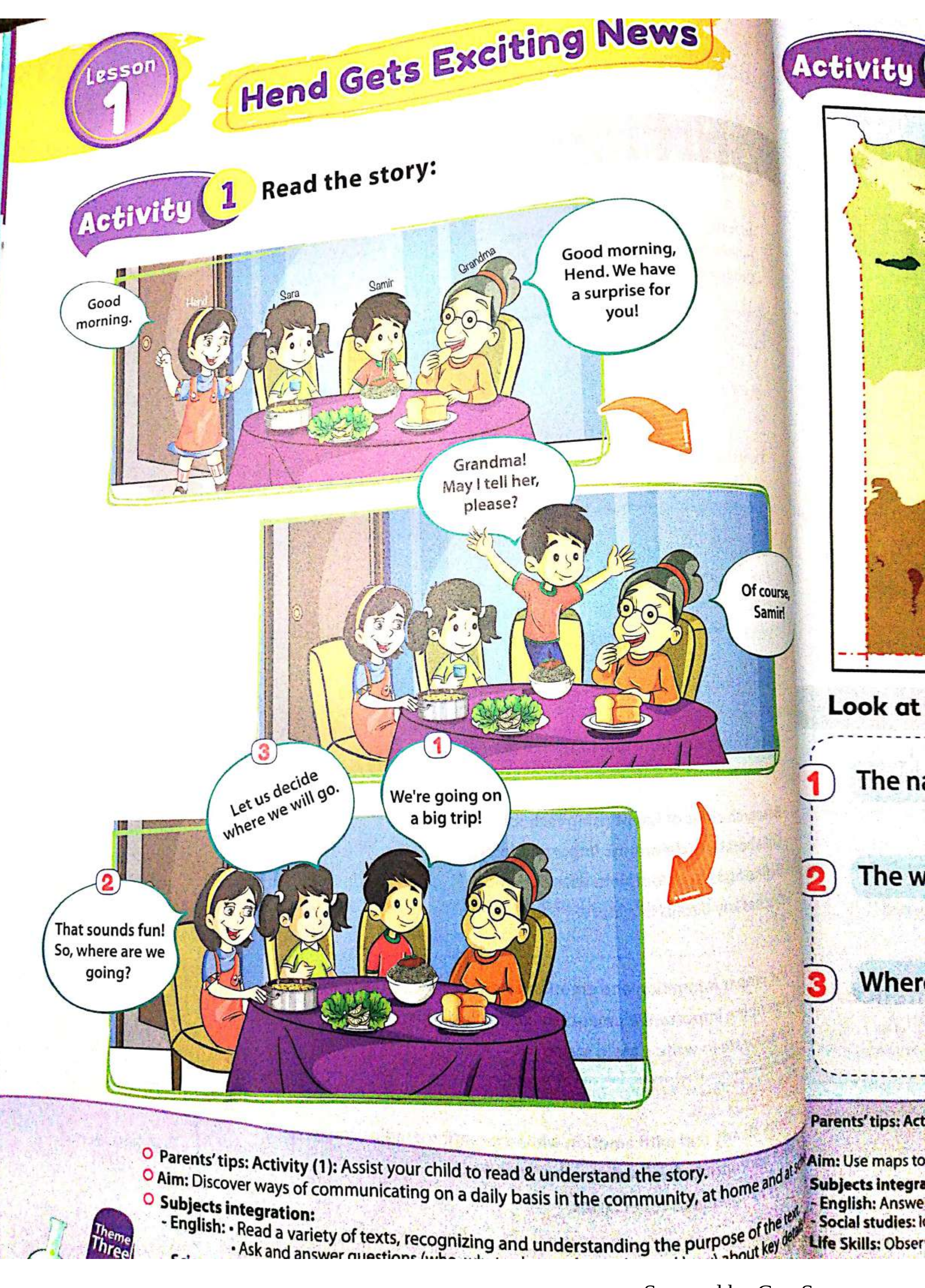
- Students work collaboratively to create a radio commercial about a city in Egypt. Students think critically to choose cities to be studied in Chapter 2.

Pacing Guide

Lesson	Instructional Focus	Key vocabulary
Discover 1	**Students will:** - Use maps to identify regions in Egypt. - Identify physical features using a topographic map. - Create a legend for a topographic map.	- Geography. - Legend. - Mediterranean Sea.
2	- Investigate different types of boats. - Build a model boat. - Order a set of objects from least to greatest.	- Cargo.
Learn 3	**Students will:** - Read a weather map. - Build an anemometer.	- Anemometer. - Celsius. - Thermometer.
4	- Describe directions on a map using cardinal directions. - Locate pyramids on a map of Egypt. - Calculate distances between places on a map.	- East. - North. - South. - West.
5	- Use observation skills to explain erosion. - Model wind and water erosion by experimentation. - Work as a team to complete a task.	- Erosion. - Stream table.
6	- Define and give an example of erosion. - Brainstorm as a team. - Plan a schedule for a tourist to visit their city.	- Tour. - Tourist.
7	- Research cities of Egypt using technology. - Collaborate to determine important information. - Define tasks and complete specified goals. - Discuss key details in a story.	- Al Fayyum. - Research. - Alexandria. - Aswan. - Asyut. - Giza.
8	- Use proper intonation and emotion when reading a script orally. - Determine important elements to include in a commercial. - Collaborate to write a radio script.	- Commercial. - Script.
Share 9	**Students will:** - Speak clearly and with emotion while presenting a radio commercial. - Give appropriate feedback to other students. - Survey students to collect data.	- Planning Journal.
10	- Graph weather data and compare information. - Reflect on learning over time.	- Weather. - Temperature.

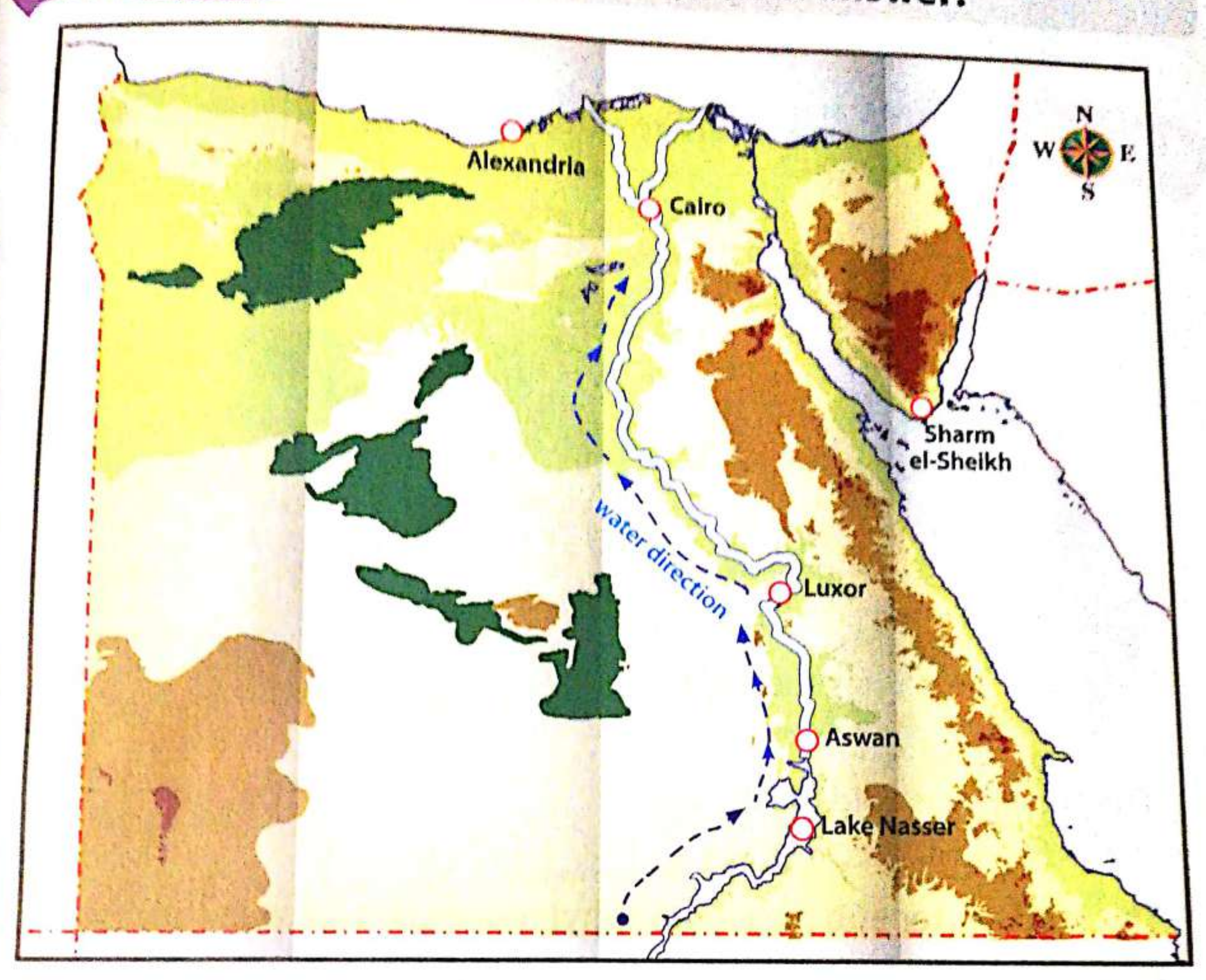
Lesson 1 Hend Gets Exciting News

Activity 1 Read the story:



- **Parents' tips: Activity (1):** Assist your child to read & understand the story.
- **Aim:** Discover ways of communicating on a daily basis in the community, at home and at sch
- **Subjects integration:**
  - English: • Read a variety of texts, recognizing and understanding the purpose of the text.
    • Ask and answer questions

Activity 2 Re-read the story, then answer:



Look at the map, then tick (✓) the correct answer:

1. The name of the river is:

   ◯ The Nile. ◯ River Thames.

2. The water in this river moves from:

   ◯ North to south.↓ ◯ South to north.↑

3. Where do you think they will go?

   ....

Parents' tips: Activity (2): Assist your child to re-read the story and help him/her identify the regions in Egypt, then answer the questions.

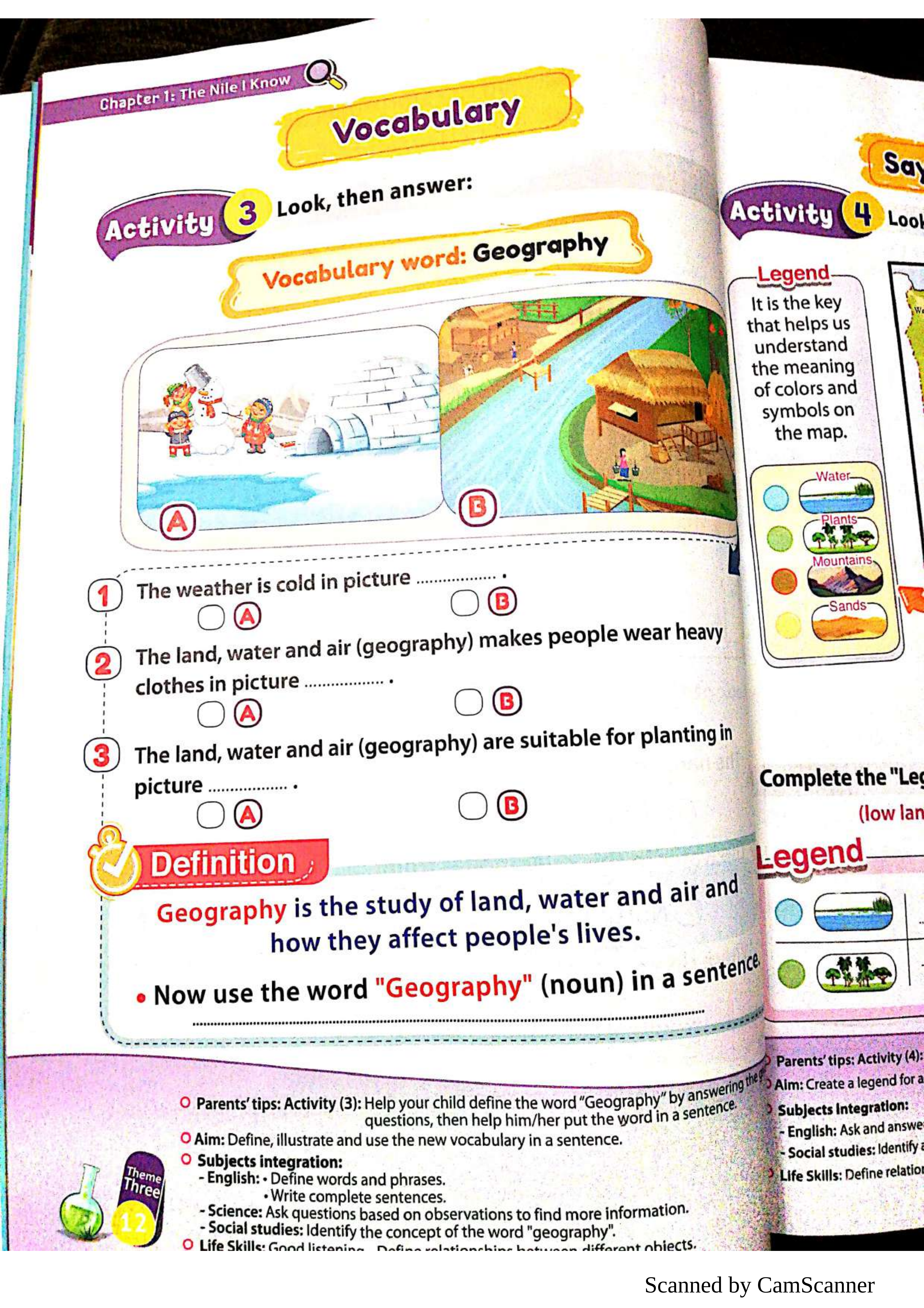
Aim: Use maps to identify regions in Egypt.

Subjects integration:

- **English:** Answer questions about key details in the map.
- **Social studies:** Identify and use cardinal directions on a map to locate important national sites in Egypt.







Vocabulary

Activity 3 Look, then answer:

Vocabulary word: Geography

1. The weather is cold in picture ....
   ○ (A) ○ (B)
2. The land, water and air (geography) makes people wear heavy clothes in picture ....
   ○ (A) ○ (B)
3. The land, water and air (geography) are suitable for planting in picture ....
   ○ (A) ○ (B)

Definition

Geography is the study of land, water and air and how they affect people's lives.

- Now use the word **"Geography"** (noun) in a sentence.

....

- **Parents' tips: Activity (3):** Help your child define the word "Geography" by answering the questions, then help him/her put the word in a sentence.
- **Aim:** Define, illustrate and use the new vocabulary in a sentence.
- **Subjects integration:**
  - **English:** • Define words and phrases.
    • Write complete sentences.
  - **Science:** Ask questions based on observations to find more information.
  - **Social studies:** Identify the concept of the word "geography".
- **Life Skills:** Good listening - Define relationships between different objects.

Activity 4 Look

Legend

It is the key that helps us understand the meaning of colors and symbols on the map.

Water
Plants
Mountains
Sands

Complete the "Le

(low lan

Legend

- Parents' tips: Activity (4):
- Aim: Create a legend for a
- Subjects integration:
  - English: Ask and answe
  - Social studies: Identify
- Life Skills: Define relatio

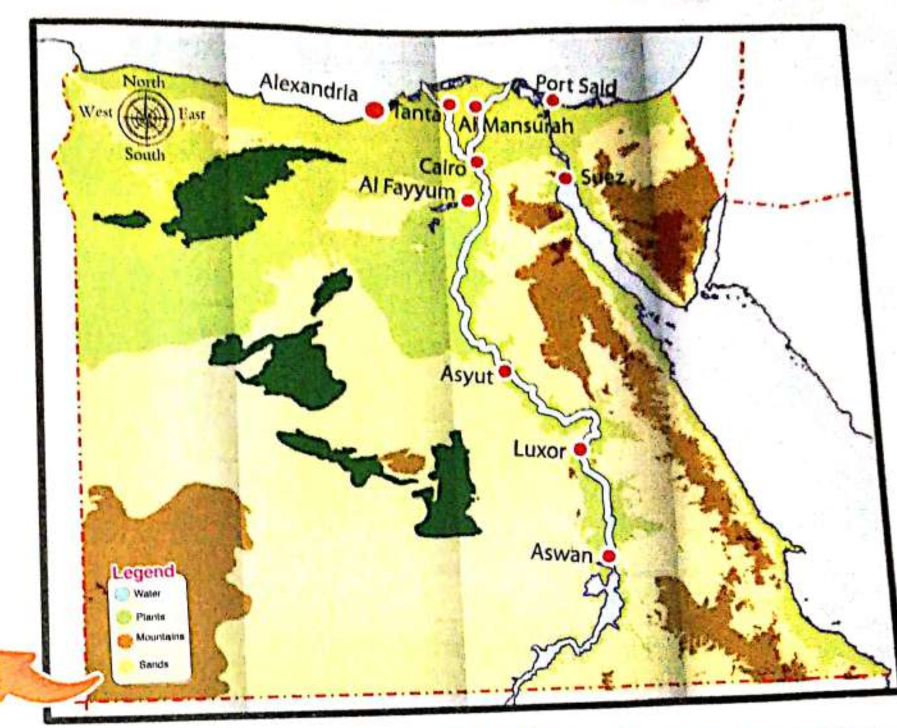
Say Hello to Egypt

Activity 4 Look at the map, read, then answer:

Legend

It is the key that helps us understand the meaning of colors and symbols on the map.





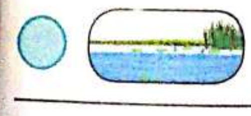
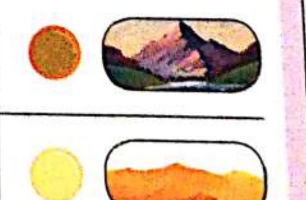
Note:

- Blue color represents the areas at the sea level.
- Any other color means areas above the sea level.

Complete the "Legend" using the words below:

(low lands and plants - water - high lands and sand - very high lands ~~and~~ mountains)

Legend

	....	Very high lands and mountains	
	....	....	



Planning Dodo's Trip

Activity 1 Fill in the spaces with the suitable means of transportation using the given pictures:

plane car boat

....

....

....

Activity 2 Circle how you go to your school:







- **Parents' tips: Activities (1 & 2):** Help your child identify the suitable means of transportation used to move from one place to another.
- **Aim:** Investigate the different means of transportation.
- **Subjects integration:**

Theme Three

Activit

Sailboat

Ship

Fishing

Feluc

Parents'

Aim: Inve

Subject

- English

Boats of the Nile

Activity 3 Look at the different boats (in the Nile), then match them to what they might be used for:

Note:
Your child can match one boat with more than one answer.

Sailboat

Ship



Fishing boat



Felucca





Fishing



Making a tour



A family's trip

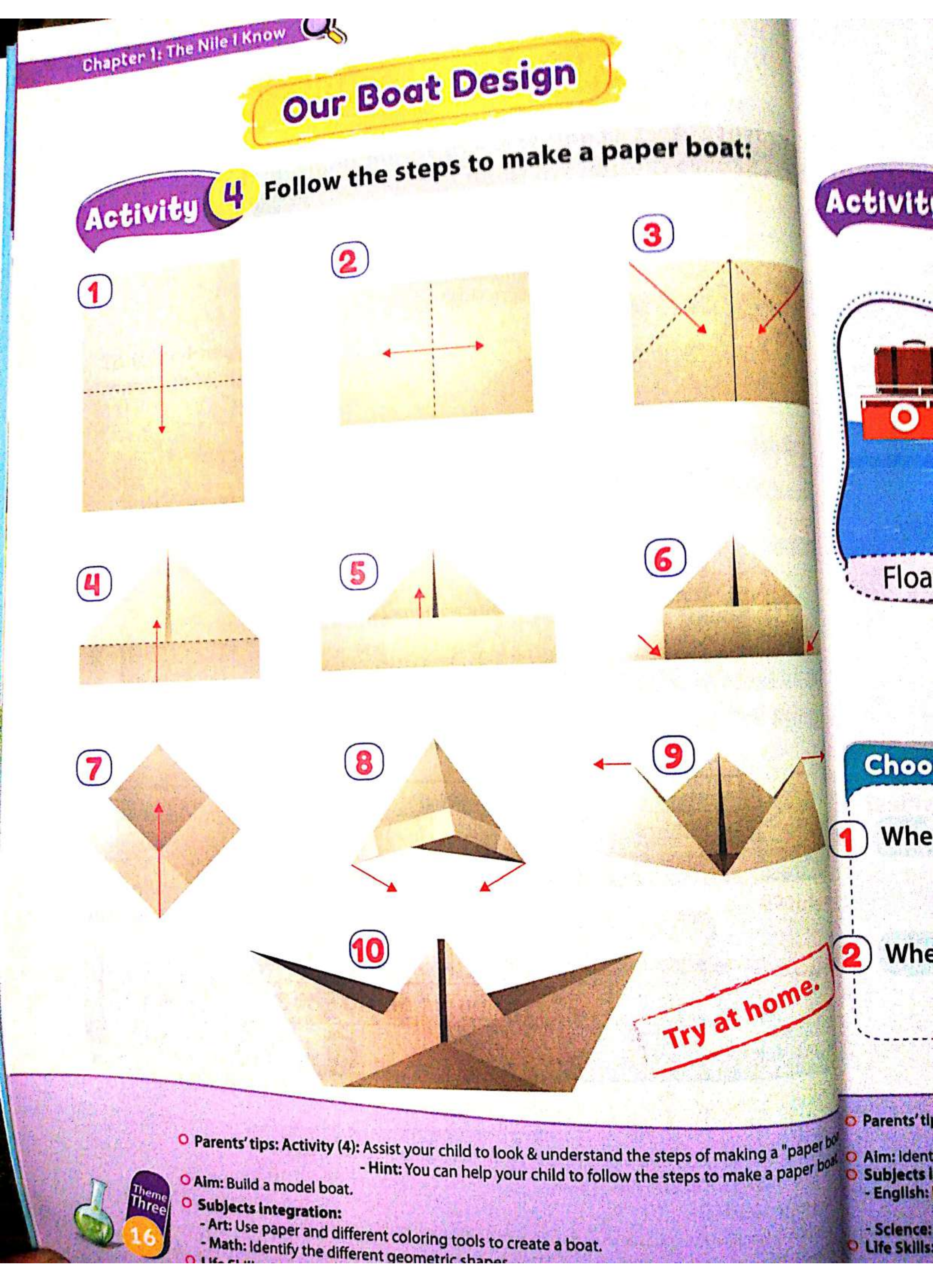
Parents' tips: Activity (3): Help your child identify the use of different types of boats.

Aim: Investigate the different types of boats.

Subjects integration:

- **English:** Ask and answer questions in conversations about key details in a picture.
- **Science:** Use observations to identify the different types of boats.

Life Skills: Define relationships between different objects.



Our Boat Design

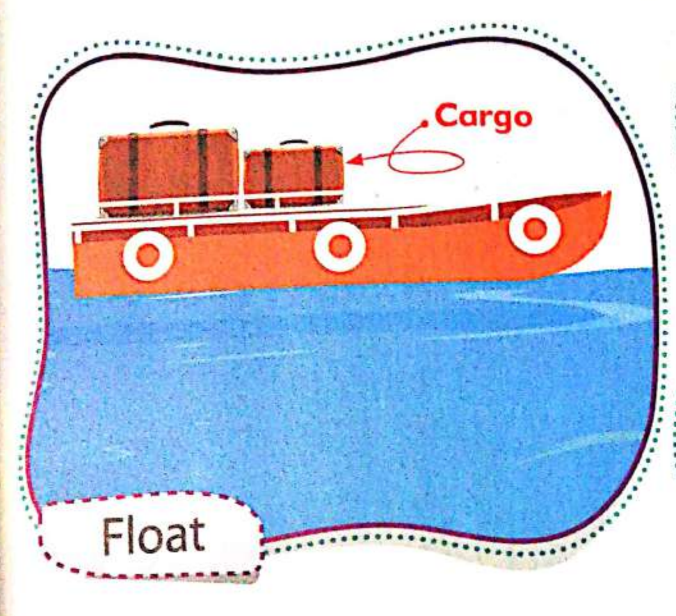
Activity 4 Follow the steps to make a paper boat:

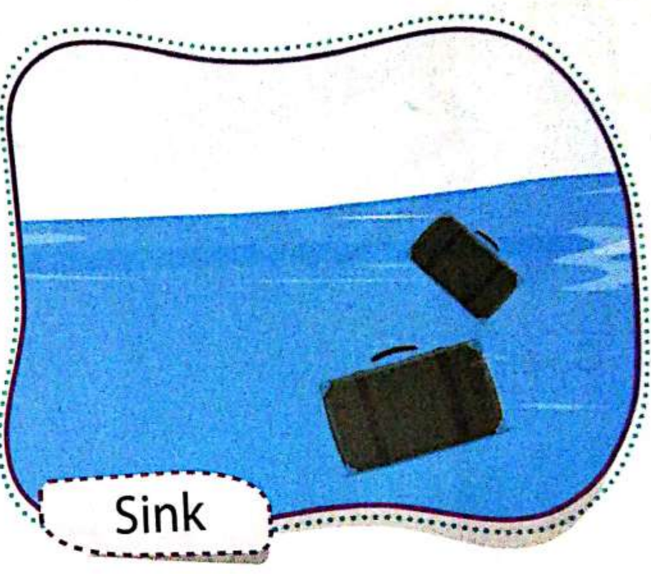
- **Parents' tips: Activity (4):** Assist your child to look & understand the steps of making a "paper bo
  - **Hint:** You can help your child to follow the steps to make a paper boa
- **Aim:** Build a model boat.
- **Subjects integration:**
  - **Art:** Use paper and different coloring tools to create a boat.
  - **Math:** Identify the different geometric shapes

Testing Our Boat



5 Let's do an experiment!





Cargo: The goods that are being carried in a ship or plane.

Choose:

1. When we put a cargo in the boat, does it sink or float?

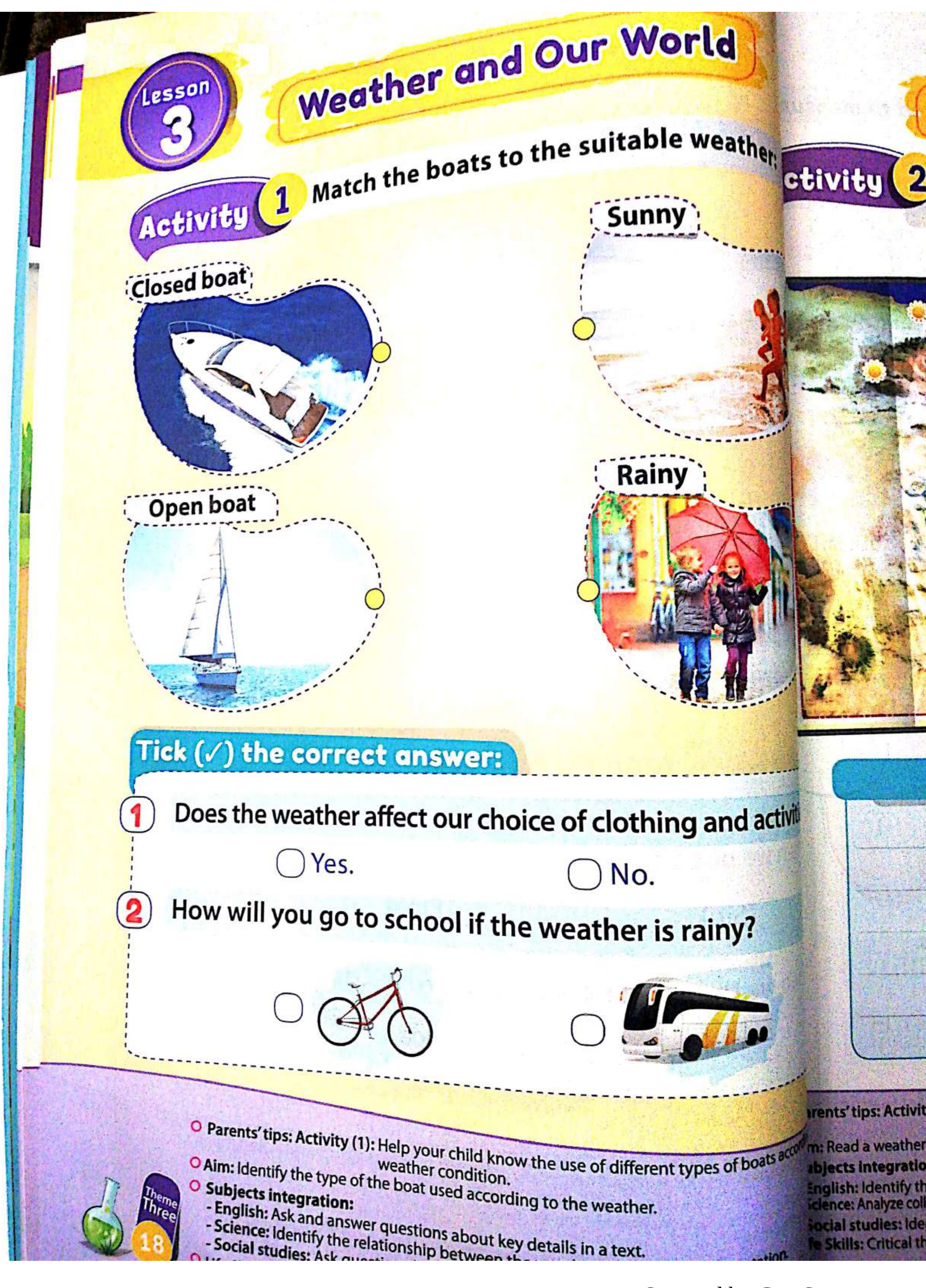
   ◯ Sink ◯ Float

2. When we throw a cargo in the sea/river, does it sink or float?

   ◯ Sink ◯ Float

- **Parents' tips: Activity (5):** Help your child notice how objects float when they're placed in a boat and sink when they're placed in water directly.
- **Aim:** Identify that some objects float, while others sink.
- **Subjects integration:**
  - **English:** Participate with peers and adults in conversations about how boats float and other objects sink.
  - **Science:** Use observations to explain an experiment.
- **Life Skills:** Define relationships between different objects.





Lesson 3

Weather and Our World

Activity 1 Match the boats to the suitable weather:

Closed boat

Open boat

Sunny

Rainy

Tick (✓) the correct answer:

1. Does the weather affect our choice of clothing and activit

◯ Yes. ◯ No.

2. How will you go to school if the weather is rainy?

◯ ◯

- **Parents' tips: Activity (1):** Help your child know the use of different types of boats acco weather condition.
- **Aim:** Identify the type of the boat used according to the weather.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in a text.
  - **Science:** Identify the relationship between th
  - **Social studies:** Ask questi

Weather in Egypt

Activity 2 **Look at the map and match each symbol to its meaning:**



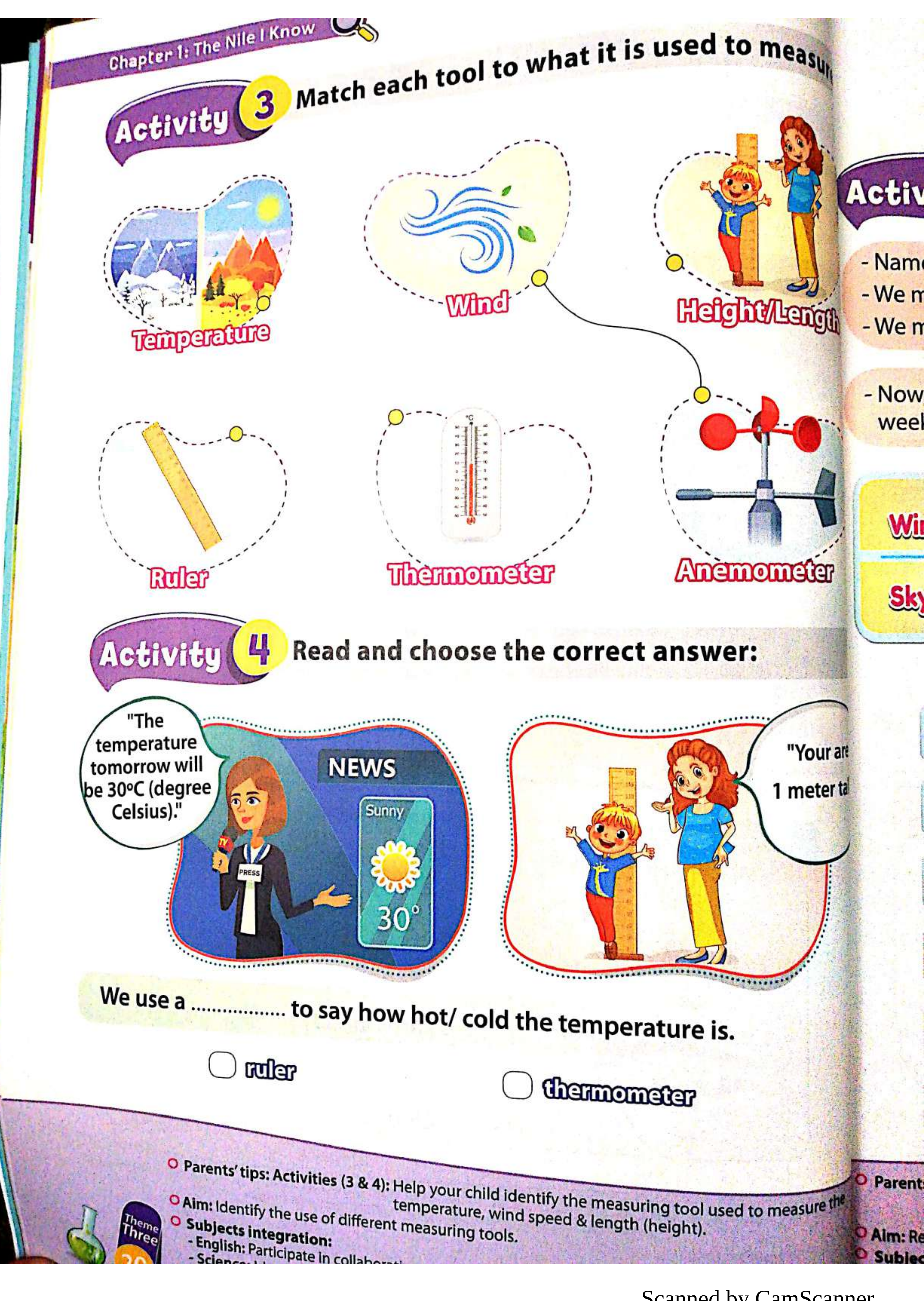
Weather map:

It tells us the weather in different cities, using symbols.

Symbol	Meaning
	• Windy
	• Rainy
	• Thunderstorm lightning
	• Partly cloudy
	• Sunny
	• Cloudy

- **Parents' tips: Activity (2):** Assist your child to look at the weather map & discuss the meaning of each symbol with him/her, then help him/her match each symbol to its meaning.
- **Aim:** Read a weather map.
- **Subjects integration:**
  - **English:** Identify the meaning of the weather symbols.
  - **Science:** Analyze collected observations to discover patterns in weather (such as daily and seasonal changes).
  - **Social studies:** Identify defining environmental characteristics of specific places.
- **Life Skills:** Critical thinking - Define relationships between different objects.





Activity 3 Match each tool to what it is used to measur[e]

Activity 4 Read and choose the correct answer:

We use a .... to say how hot/ cold the temperature is.

- ☐ ruler
- ☐ thermometer

- Parents' tips: Activities (3 & 4): Help your child identify the measuring tool used to measure the temperature, wind speed & length (height).
- Aim: Identify the use of different measuring tools.
- Subjects integration:
  - English: Participate in collaborati...
  - Scienc...

My Weather Report

Activity 5 Read, then answer:

- Name of your city: ....
- We measure temperature by using .... ☐ thermometer ☐ anemometer
- We measure wind by using .... ☐ thermometer ☐ anemometer

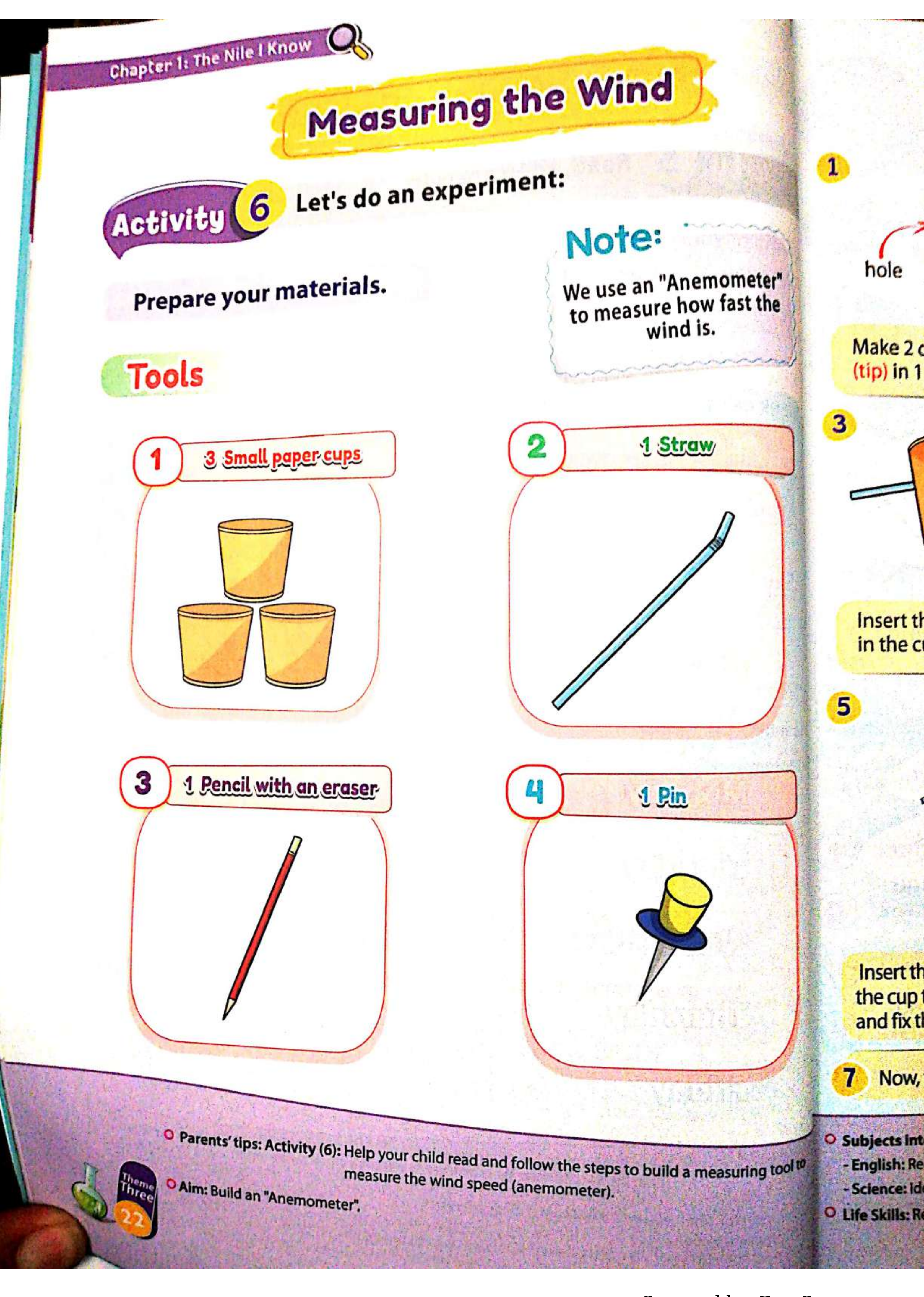
- Now, go outside every day and complete your weather report for the week using words from the box.

Wind	Very windy	A little windy	No wind
Sky	Sunny	Partly cloudy	Cloudy

Day	Sky	Wind
Sunday	Sunny	A little windy
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

- **Parents' tips: Activity (5):** Help your child identify the measuring tools to measure the temperature & the wind speed in his/her city, then assist him/her to complete the weather report using the given words that describe the weather.
- **Aim:** Record the temperature & wind speed measurements.
- **Subjects integration:**
  - **Science:** Analyze collected observations to discover weather measurements.
  - **Social studies:** Identify and use geographic tools that aid in determining temperature & wind speed on Earth.
- **Life Skills:** Provide effective feedback - Define relationships between different objects.





Measuring the Wind

Activity 6 Let's do an experiment:

Note:
We use an "Anemometer" to measure how fast the wind is.

Prepare your materials.

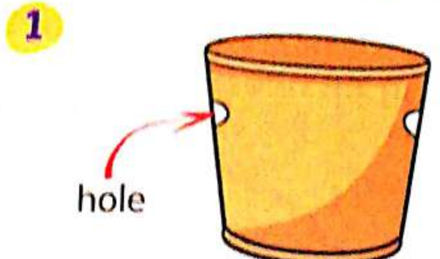
Tools

1. 3 Small paper cups
2. 1 Straw
3. 1 Pencil with an eraser
4. 1 Pin

- **Parents' tips: Activity (6):** Help your child read and follow the steps to build a measuring tool to measure the wind speed (anemometer).
- **Aim:** Build an "Anemometer".

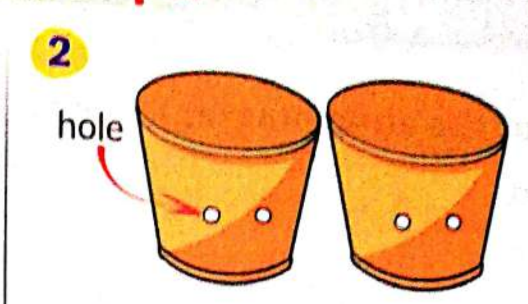
Follow the steps:

1



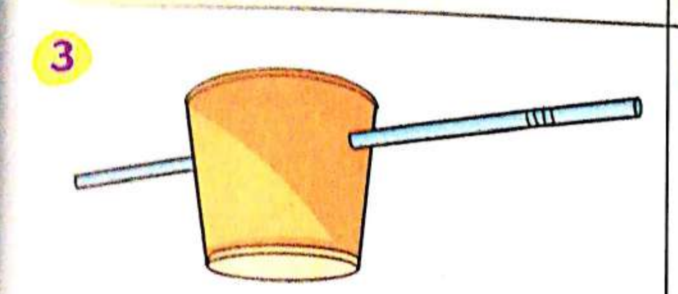
Make 2 opposite holes near the rim (tip) in 1 cup.

2



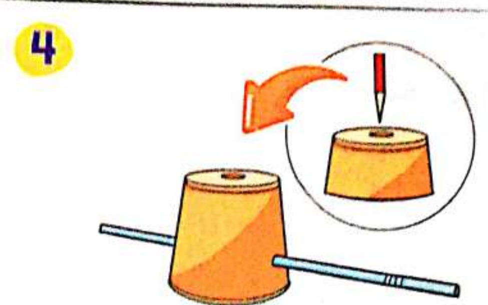
Make 2 equal-spaced holes (2 cm apart) near the middle in the other 2 cups.

3



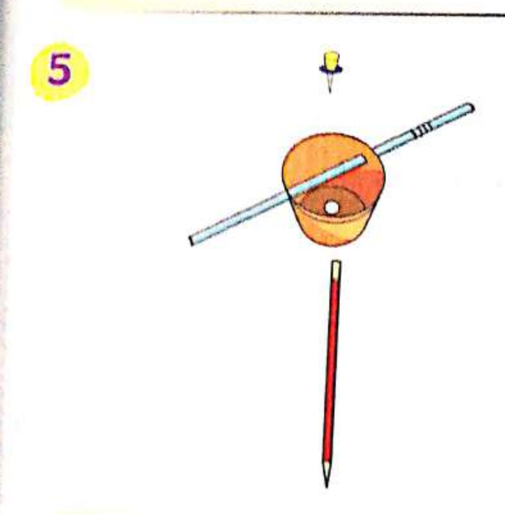
Insert the straw through the holes in the cup number 1.

4



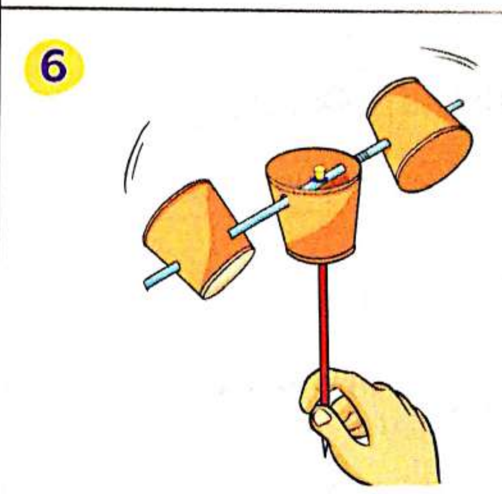
Use the pencil to make a hole in the bottom center of the cup.

5



Insert the pencils' eraser- side up, into the cup till the eraser touches the straw and fix them together using the pin.

6



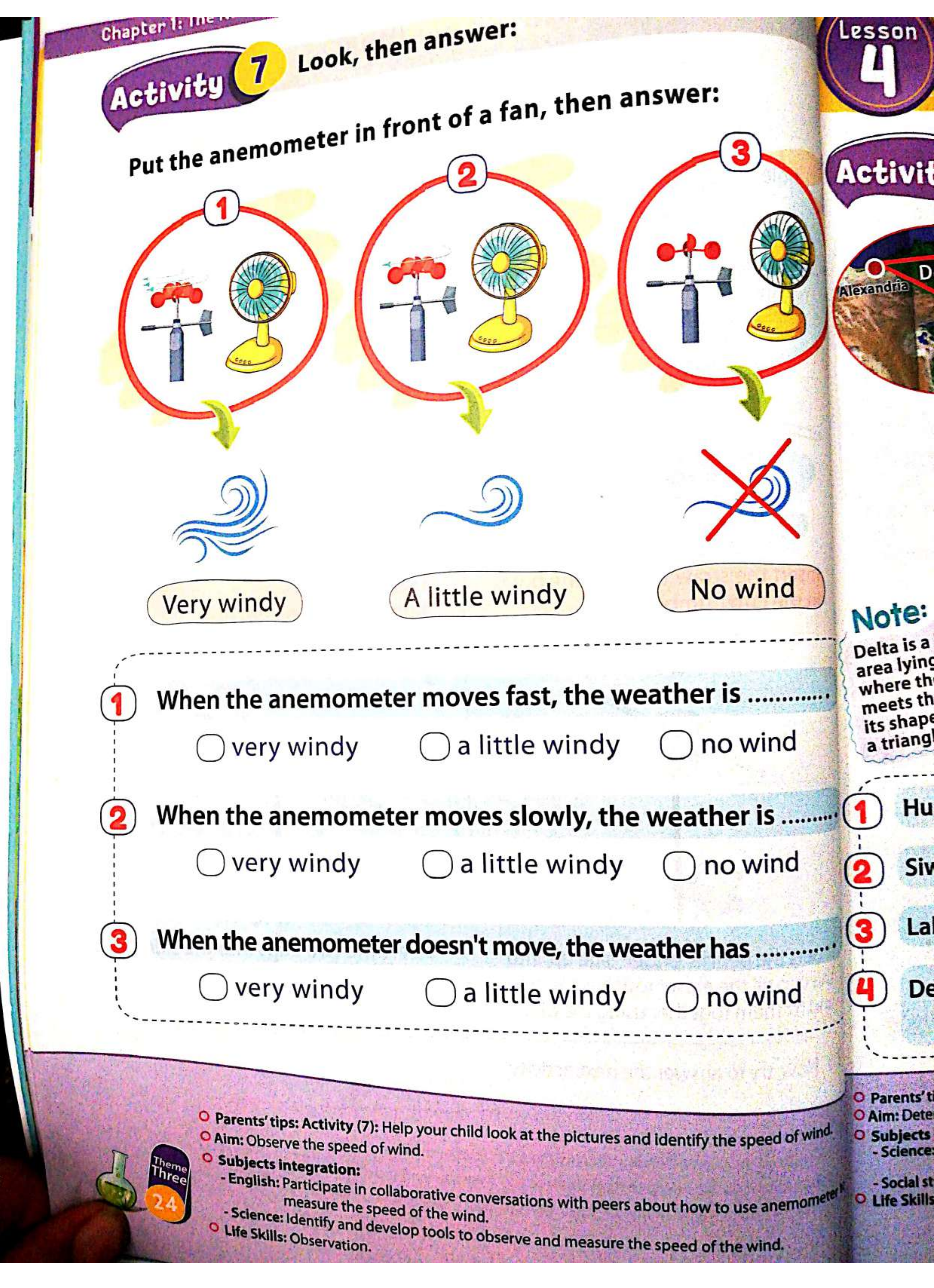
Insert the two cups into the sides of the straw.



7 Now, try to answer the next activity.

- **Subjects Integration:**
  - **English:** Read the text and understand how to build an anemometer.
  - **Science:** Identify and develop tools to observe and measure wind speed.
- **Life Skills:** Reading - Observation - Organize parts to form a new or unique whole .





Activity 7 Look, then answer:

Put the anemometer in front of a fan, then answer:

1. Very windy
2. A little windy
3. No wind

1. When the anemometer moves fast, the weather is ....
   - ◯ very windy ◯ a little windy ◯ no wind
2. When the anemometer moves slowly, the weather is ....
   - ◯ very windy ◯ a little windy ◯ no wind
3. When the anemometer doesn't move, the weather has ....
   - ◯ very windy ◯ a little windy ◯ no wind

- **Parents' tips: Activity (7):** Help your child look at the pictures and identify the speed of wind.
- **Aim:** Observe the speed of wind.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers about how to use anemometer to measure the speed of the wind.
  - **Science:** Identify and develop tools to observe and measure the speed of the wind.
- **Life Skills:** Observation.



Egypt from Space

Activity 1

Look at the picture (taken by satellite), then tick (✓) the correct answer:



Note:
This photo was taken by a satellite from space.

Note:
Delta is a low area lying where the river meets the sea, its shape is like a triangle.

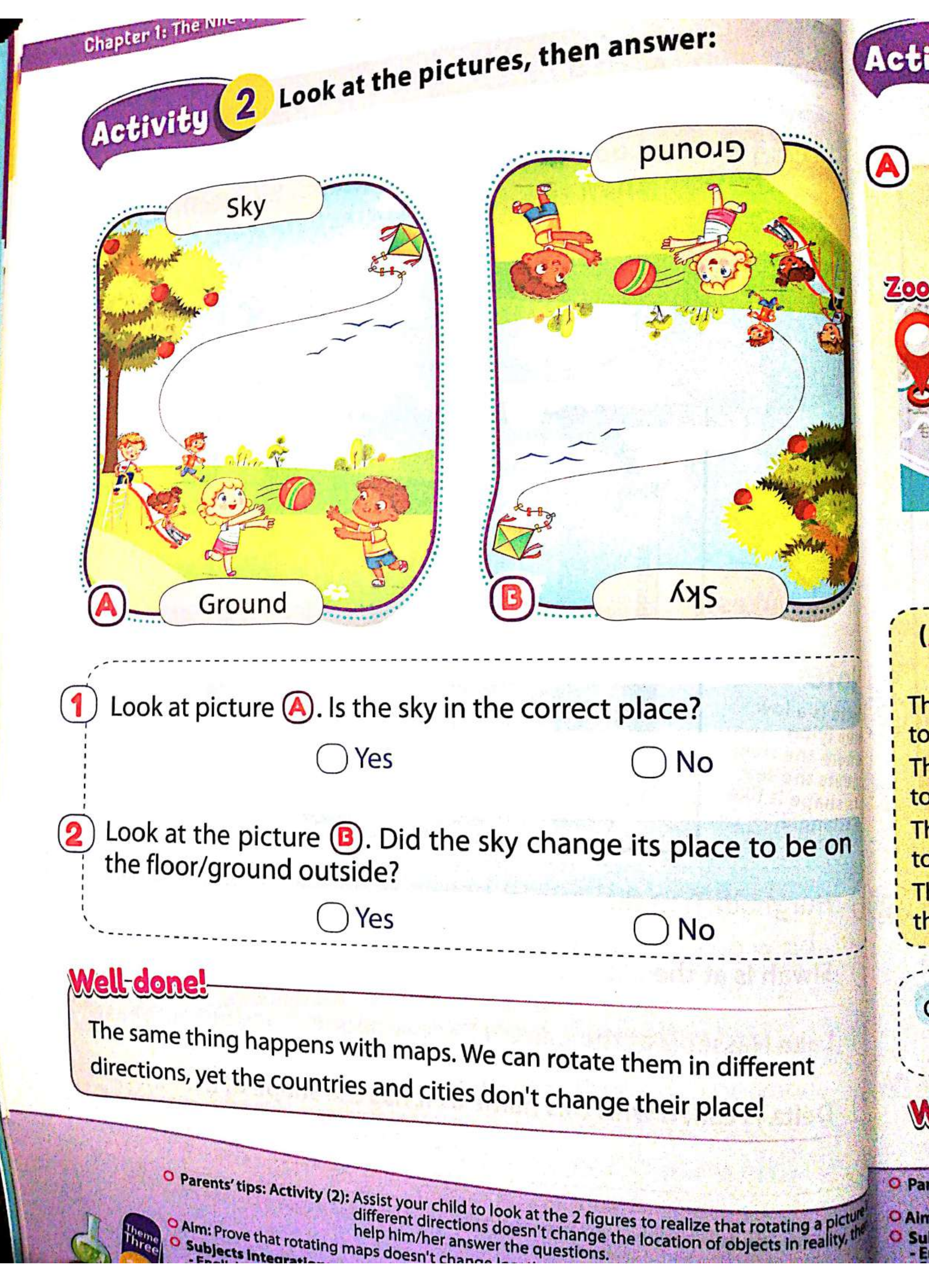
1. Hurghada is at the .... ◯ East ◯ West
2. Siwah is at the .... ◯ Northwest ◯ Southeast
3. Lake Nasser is at the .... ◯ Southwest ◯ Southeast
4. Delta is called with this name as it has the shape of a .... ◯ triangle ◯ square

- **Parents' tips: Activity (1):** Help your child identify the direction of each city using the compass rose.
- **Aim:** Determine the direction of cities using the compass rose.
- **Subjects integration:**
  - **Science:** • Ask questions based on observations to find more information.
    • With guidance, cooperate to conduct an investigation with peers.
  - **Social studies:** Identify and use cardinal directions on a map to locate important national sites in Egypt.
- **Life Skills:** Provide effective feedback - Define relationships between different objects.





Activity 2 Look at the pictures, then answer:



1. Look at picture (A). Is the sky in the correct place?

   ◯ Yes ◯ No

2. Look at the picture (B). Did the sky change its place to be on the floor/ground outside?

   ◯ Yes ◯ No

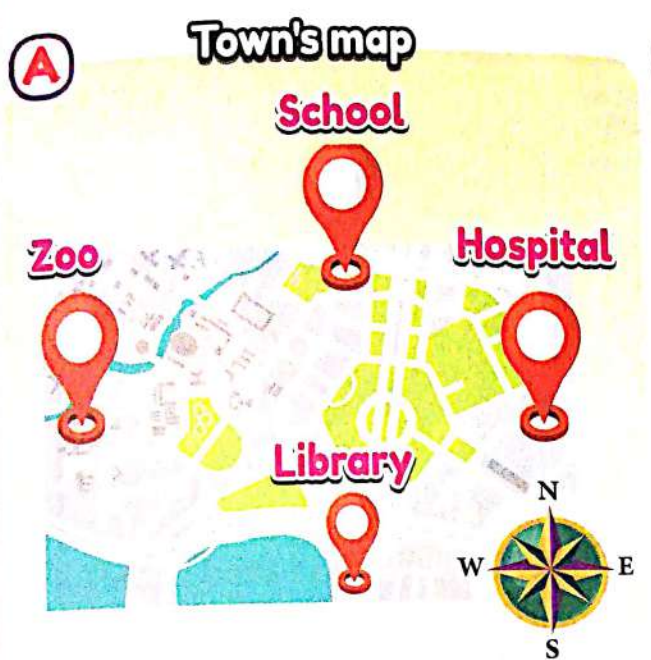
Well-done!

The same thing happens with maps. We can rotate them in different directions, yet the countries and cities don't change their place!

- **Parents' tips: Activity (2):** Assist your child to look at the 2 figures to realize that rotating a picture in different directions doesn't change the location of objects in reality, then help him/her answer the questions.
- **Aim:** Prove that rotating maps doesn't change location...
- **Subjects Integration:**

Activity 3 Look at the two maps, then complete using the given words:

Ⓐ Town's map



Ⓑ





(~~north~~ - south - east - west)

The school is at the ..north.. of the town.

The library is at the .... of the town.

The zoo is at the .... of the town.

The hospital is at the .... of the town.

(~~north~~ - south - east - west)

The school is at the ..north.. of the town.

The library is at the .... of the town.

The zoo is at the .... of the town.

The hospital is at the .... of the town.

Compare your answers in columns  Ⓐ & Ⓑ. Did they change?

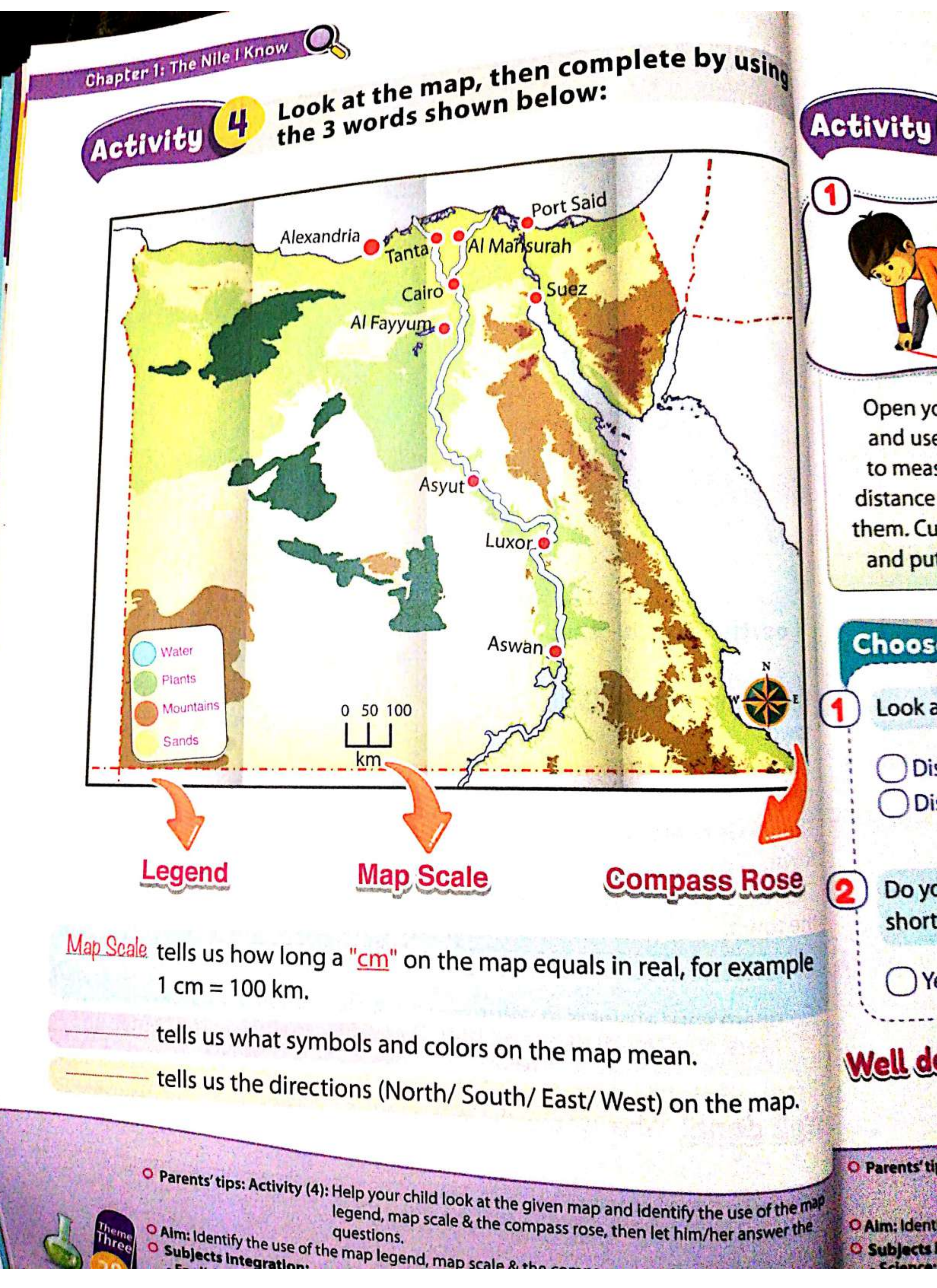
◯ Yes ◯ No

Well done! When we turn the map over, places don't change their positions.

- **Parents' tips: Activity (3):** Assist your child to look at the 2 figures to realize that rotating a map in different directions doesn't change the location of objects in reality, then help him/her answer the questions.
- **Aim:** Prove that rotating maps doesn't change locations in reality.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in a picture.
  - **Science:** • Ask questions based on observations to find more information.
    • With guidance, cooperate to conduct an investigation with peers.
  - **Social studies:** Identify and use cardinal directions on a map to locate important sites on the town's map.
- **Life Skills:** Observation - Define relationships between different objects.






Chapter 1: The Nile I Know
Activity 4
Look at the map, then complete by using the 3 words shown below:
Port Said
Alexandria
Tanta
Al Mansurah
Cairo
Suez
Al Fayyum
Asyut
Luxor
Aswan
Water
Plants
Mountains
Sands
0 50 100
km
N
W
E
Legend
Map Scale
Compass Rose
Map Scale tells us how long a "cm" on the map equals in real, for example 1 cm = 100 km.
______ tells us what symbols and colors on the map mean.
______ tells us the directions (North/ South/ East/ West) on the map.
Parents' tips: Activity (4): Help your child look at the given map and identify the use of the map legend, map scale & the compass rose, then let him/her answer the questions.
Aim: Identify the use of the map legend, map scale & the compass rose.
Subjects Integration:
Theme Three
Activity
Open yo
and use
to meas
distance
them. Cu
and put
Choose
Look a
Dis
Dis
Do yo
short
Ye
Well do
Parents' tip
Aim: Ident
Subjects I
Scanned by CamScanner

Activity 5 Read the steps "try at home", then answer:



1. Open your legs and use a yarn to measure the distance between them. Cut the yarn and put it aside.



2. Use another yarn of different color to measure the distance between Alexandria and Giza on the map.



3. Compare the distance between your legs and the distance between Alexandria and Giza on the map.

Choose:

1. Look at picture (3). Which is shorter?

◯ Distance between your legs.
◯ Distance between Alexandria and Giza.

2. Do you think the distance between Alexandria and Giza is really shorter than the distance between your legs?

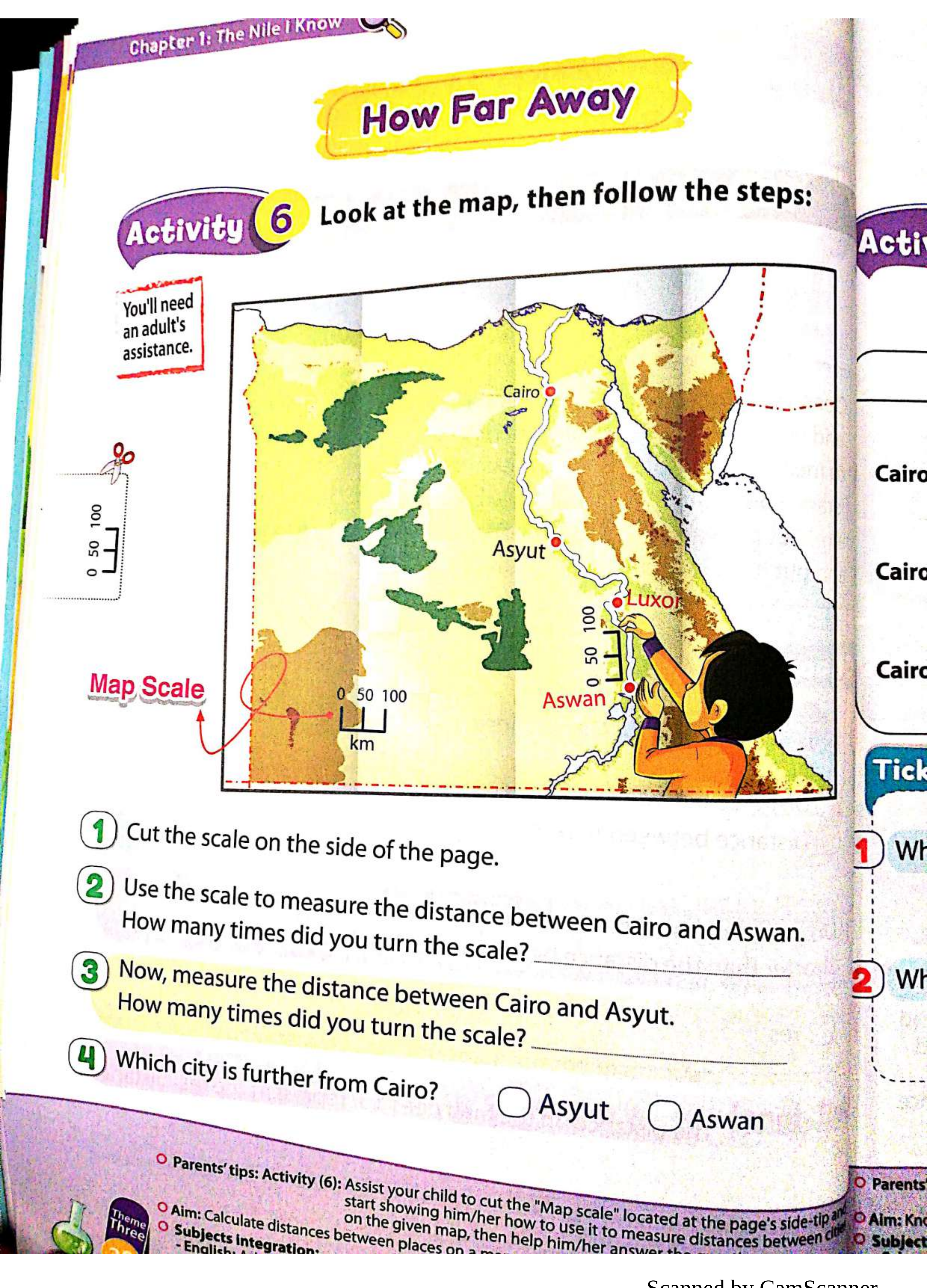
◯ Yes ◯ No

Well done! The distance on the map does not represent the real distance.

- **Parents' tips: Activity (5):** Help your child read and understand the steps to know that the distance on the map does not represent the real distance.
  - Hint: You can help your child follow the steps to measure distances.
- **Aim:** Identify the use of the map legend, map scale & the compass rose.
- **Subjects integration:**
  - **Science:** Ask questions based on observations to find more information.
  - **Social studies:** Identify how the distance on the map is different from reality.







How Far Away

Activity 6 Look at the map, then follow the steps:

You'll need an adult's assistance.

1. Cut the scale on the side of the page.
2. Use the scale to measure the distance between Cairo and Aswan. How many times did you turn the scale? ____________
3. Now, measure the distance between Cairo and Asyut. How many times did you turn the scale? ____________
4. Which city is further from Cairo? ◯ Asyut ◯ Aswan

- **Parents' tips: Activity (6):** Assist your child to cut the "Map scale" located at the page's side-tip and start showing him/her how to use it to measure distances between cities on the given map, then help him/her answer the
- **Aim:** Calculate distances between places on a ma
- **Subjects Integration:**

Cities in Egypt



Use the "map scale" to measure the distance from Cairo to the following cities:

City	Number of scale turns	Real distance
Cairo to Bani Suwayf	1 time & half 0 50 100 0 50	100 + 50 = 150 km
Cairo to Alexandria	2 times 0 50 100 0 50 100	100 + 100 = ... km
Cairo to Asyut	4 times 0 50 100 0 50 100 0 50 100 0 50 100	.... + ... + ... + ... = ... km

Tick (✓) the correct answer:

1. Which city is the closest to Cairo?

   ◯ Bani Suwayf ◯ Alexandria

2. Which city is the furthest from Cairo?

   ◯ Asyut ◯ Bani Suwayf

- **Parents' tips: Activity (7):** Assist your child to know how to use the map scale turns to estimate and calculate their number of turns into their true distances in kilometers, then help him/her answer the questions.
- **Aim:** Know how to calculate distances and order set of objects from the closest to the farthest.
- **Subjects Integration:**
  - **Science:** Ask questions based on observations to find more information.
  - **Social studies:** Identify and use geographic tools that aid in determining the distances on Earth.
  - **Math:** Use addition within 100 to solve one and two problems involving situations to put together and compare with unknowns.
- **Life Skills:** Observation - Define relationships between different objects.





Tick (✓) what you learned.

Geography



It is the study of land, water and air and how they affect people's lives.

Map legend



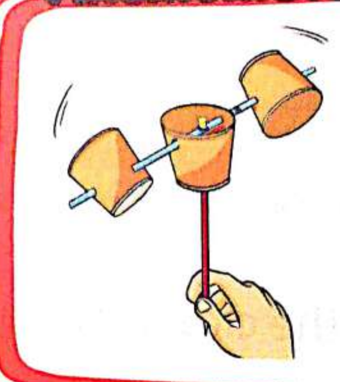
It is the key to understand the colors & symbols on the map.

Weather map



Tells us the weather in different cities using symbols.

Anemometer



Is used to measure wind speed.

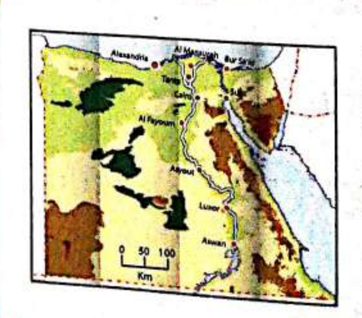
Thermometer





Is used to measure temperature.

Read the map



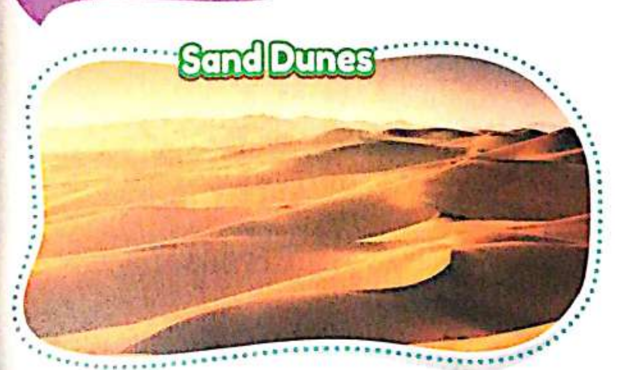
How to read a map and measure the distance between cities.



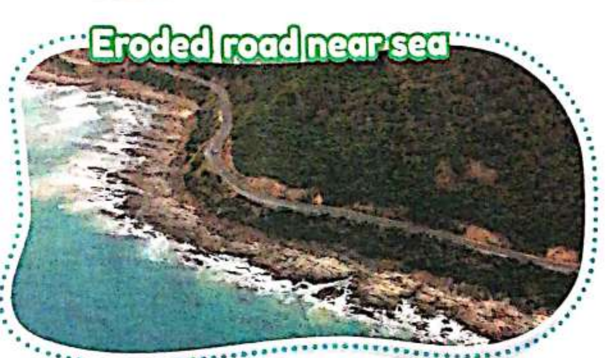
Sand and Rock



Look, then answer:











All these pictures are from Egypt. How do you think they were made?

◯ Man made. ◯ Wind and water effect.

- **Parents' tips: Activity (1):** Assist your child to identify the differences between all natural formations and discuss how these formations were made naturally, then help him/her answer the given question.
- **Aim:** Use observation skills to explain erosion.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in a picture.
  - **Science:** Ask questions based on observations to find more information.
  - **Social studies:** Identify the environmental characteristics of specific places.
- **Life Skills:** Observation - Define relationships between different objects.







Scanned by CamScanner



Spread the sand one more time. So, that it is even.



Pour water from one end slowly for 30 seconds. This represents:
Tick (✓):

- ▢ water erosion.
- ▢ wind erosion.

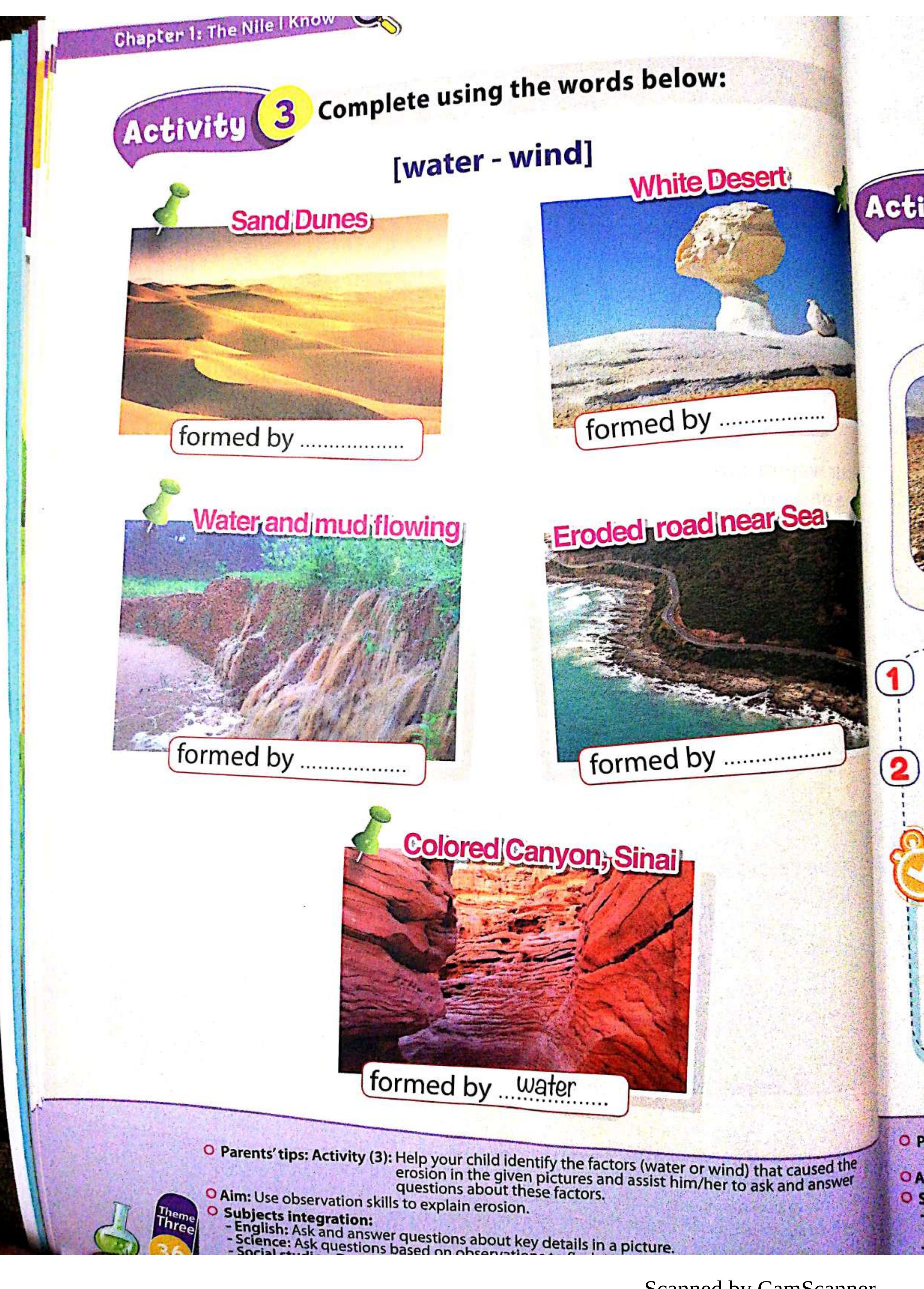


What happened to the sand?
Tick (✓):

- ▢ The water made shapes in it.
- ▢ Nothing.

- **Subjects integration:**
  - **English:** Ask and answer questions about key details in a text.
  - **Science:** Ask questions based on observations to find more information.
  - **Social studies:** Describe how wind and water can change the shape of the land in a short or long period of time.
- **Life Skills:** Reading - Observation - Define relationships between different objects.





Activity 3 Complete using the words below:

[water - wind]

Sand Dunes

formed by ....

White Desert

formed by ....

Water and mud flowing

formed by ....

Eroded road near Sea

formed by ....

Colored Canyon, Sinai

formed by ...water...

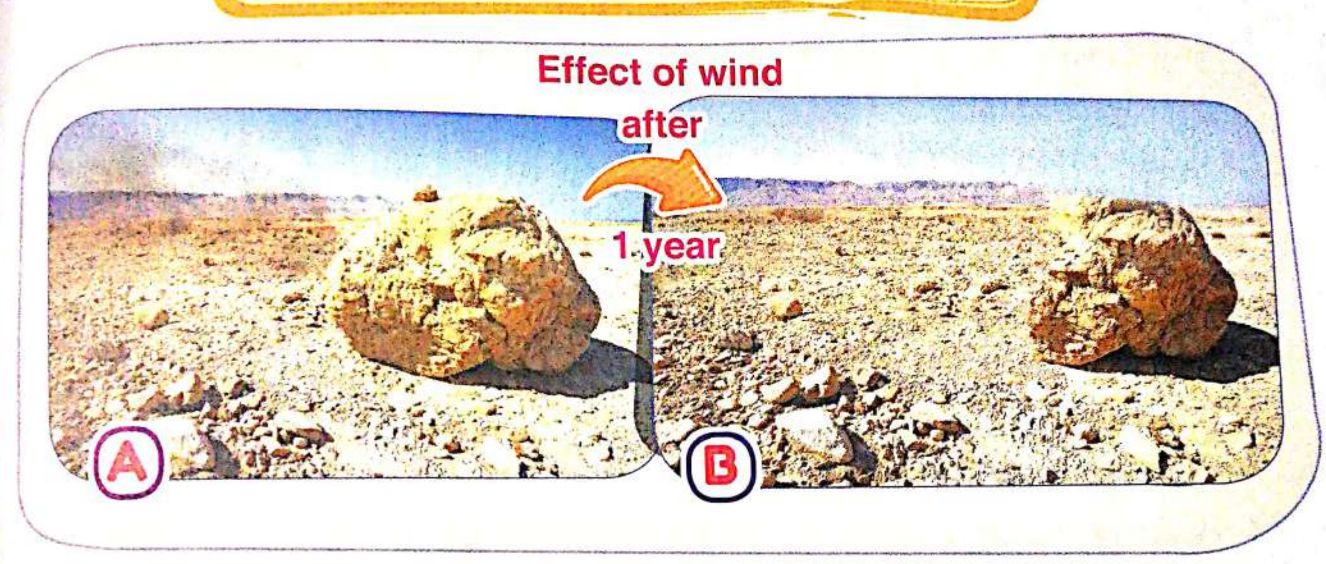
- **Parents' tips: Activity (3):** Help your child identify the factors (water or wind) that caused the erosion in the given pictures and assist him/her to ask and answer questions about these factors.
- **Aim:** Use observation skills to explain erosion.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in a picture.
  - **Science:** Ask questions based on observations...





Look, then answer:

Vocabulary word: Erosion



1. Does the shape of the rock change in picture (B)?

   ◯ Yes ◯ No

2. What caused the erosion (change)?

   ◯ Man ◯ Wind

Definition

Erosion is the change in the shape of things around us by the effect of wind or water over time.

- Now, use the word **"Erosion"** (noun) in a sentence.

....





Tour My City

Activity 1 Write the names of the places that you like in your city:

Monuments



- ....
- ....

Restaurants



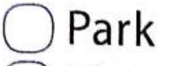


- ....
- ....

Facilities



Tick (✓) the suitable answer:



- ◯ Club
- ◯ Mall
- ◯ Theaters
- ◯ Park
- ◯ Cinema

Note:

Tour guide:

Is someone who knows the interesting places in a city/ area/ country and takes people to visit them.

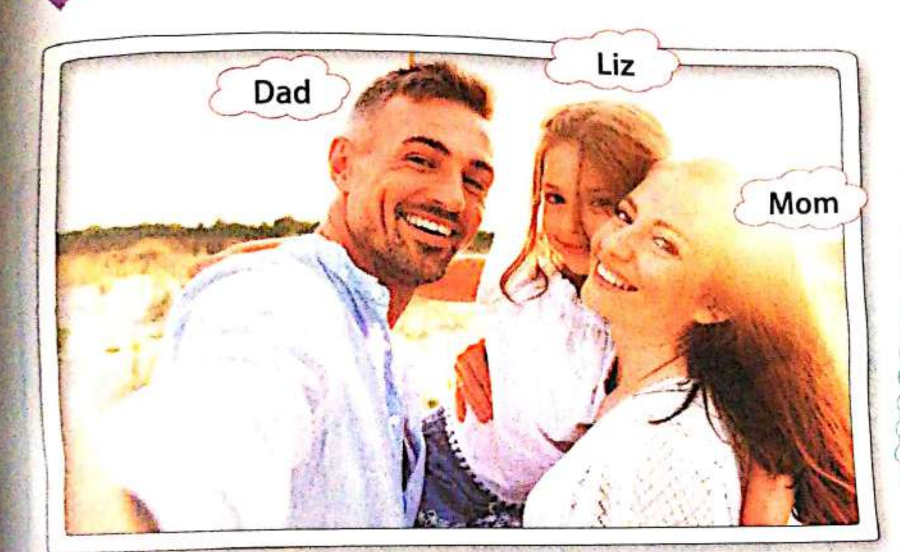




- **Parents' tips: Activity (1):** Explain to your child the job role of the "Tour guide", then discuss what monuments, restaurants & the facilities he/she likes in his/her city, then help him/her answer the questions.
- **Aim:** Identify cultural characteristics of specific places.
- **Subjects integration:**
  - English: Ask and answer questions about key details in a pictu...
  - Science: Communicate informatio...
  - Social studi...



Activity 2 Look, then complete the table:



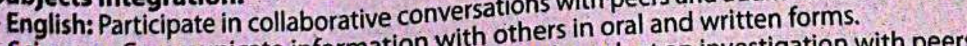
Note:

A tour: is a day schedule for a tourist that says what they will do; where and when they will go.

This is Liz and her family. Use the table below to plan a tour for them in your city:

Time	Where (site)	What to do and see
10:00 am 12:00 pm	• .... •	Eat breakfast Go for a walk
12:00 pm 2:00 pm	• .... •	Visit ....
2:00 pm 6:00 pm	• .... •	Eat .... Visit ....
6:00 pm 8:00 pm	• .... •	Eat .... Go to sleep

- **Parents' tips: Activity (2):** Assist your child to know what is meant by a "Tour", then help him/her plan a tour.
- **Aim:** Identify cultural characteristics of specific places.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers and adults about various topics and texts.
  ... information with others in oral and written forms. ... an investigation with peers.









Lesson 7

Zyad Visits Hurghada

Activity 1 Read the story:

From the
complete

Name

Daytime weather

Nighttime weather

- **Parents' tips: Activity (1):** Help your child read the story, then fill in the spaces in the next page with the correct answers to identify some of the cultural characteristic Hurghada.
- **Aim:** Determine important informati

From the previous story, tick (✓) the correct answer, then complete:

Name of city	Hurghada	
Location (where the city is)	◯ near a sea ◯ near the Nile ◯ near the desert	
Daytime weather 	◯ hot ◯ warm ◯ cold	◯ windy ◯ cloudy ◯ partially cloudy
Nighttime weather 	◯ hot ◯ warm ◯ cold	◯ windy ◯ cloudy ◯ partially cloudy
Activities to do/ sites to see? Monuments / facilities/ museums?	....	
Food restaurants/ special dish?	....	

Subjects integration:

- **English:** Ask and answer questions about key details in a story.
- **Social studies:** Identify the cultural characteristics of specific places.
- **Science:** Use observations to explain an experience.
- **Life Skills:** Verbal communication - Good listening - Define relationships between different objects.



From the previous story, tick (✓) the correct answer, then complete:

Name of city	Hurghada	
Location (where the city is)	◯ near a sea ◯ near the Nile ◯ near the desert	
Daytime weather 	◯ hot ◯ warm ◯ cold	◯ windy ◯ cloudy ◯ partially cloudy
Nighttime weather 	◯ hot ◯ warm ◯ cold	◯ windy ◯ cloudy ◯ partially cloudy
Activities to do/ sites to see? Monuments / facilities/ museums?	....	
Food restaurants/ special dish?	....	

Subjects integration:
- **English:** Ask and answer questions about key details in a story.
- **Social studies:** Identify the cultural characteristics of specific places.
- **Science:** Use observations to explain an experience.
- **Life Skills:** Verbal communication - Good listening - Define relationships between different objects.





Cities to ...

Activity 2 Choose one of the following cities to d... a research:

Note:

A research is when you ... the internet or books to ... information about some...

○ **Parents' tips: Activity (2):** Help your child choose one of the given cities to make a research ... the characteristics of the city as (location ... important ... using the Inter...

○ **Aim:** Research...

Theme Three

Now complete your research:

Name of city	....
Location (where the city is)	◯ near a sea ◯ near the desert ◯ near the Nile ◯ famous city
Daytime weather 	◯ hot ◯ windy ◯ warm ◯ cloudy ◯ cold ◯ partly cloudy
Nighttime weather 	◯ hot ◯ windy ◯ warm ◯ cloudy ◯ cold ◯ partly cloudy
Activities to do/ sites to see? Monuments / facilities/ museums?	....
Food restaurants/ special dish?	....

Subjects integration:

- **English:** Research a specific topic using a variety of resources with guidance from adults.
- **Social studies:** - Identify the cultural characteristics of specific places.
- **Information and communication technologies:** Use digital technologies to make a research to answer questions.

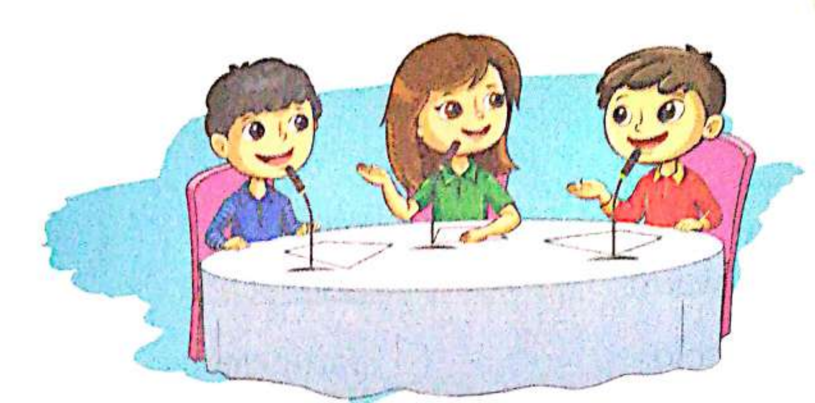




A Radio Commercial by Friends



Read the following commercial and complete the template:



A **commercial** is an announcement to tell people about something and encourage them to use it or visit



Hello, everyone. This is Hossam. I'm in Hurghada with my friends. Guys! Where's Samir?



Here I am… I was underwater looking at the corals.



We are having so much fun here and the weather is beautiful is 21°C (degrees Celsius) and also the sun feels good.



Yes, I had fun playing with new friends on the beach and built a sand pyramid together.



Our time is almost over. Dear listeners, we recommend to visit Hurghada. You will have so much fun.



Yes. Come, enjoy your time in Hurghada.

Nour/Samir/ Hossam: Goodbye dears from our radioland.

- **Parents' tips: Activity (1):** Help your child read the given radio commercial script, then fill in the table in the next page with the correct answers to identify the elements that should be found in a radio commercial script.
- **Aim:** • Use proper intonation and emotion when reading a script orally.
  • Determine important elements in a commercial.



Did the commercial make you imagine the place?

◯ Yes ◯ No

Complete the table from the previous commercial.

Commercial part	Example
Greetings/ Introduce yourself	....
Say where you are	....
Describe the city and activities	The weather is beautiful here. We built a sand pyramid. I had fun playing with friends on the beach.
Be funny/ use humor	"I was underwater looking at the corals"
Invite the listener	Our dear listeners, we recommend to visit Hurghada.
Use descriptive words	Beautiful/ fun/ good.
Say goodbye	....

Subjects integration:

- English: • Ask and answer questions about key details in a text.
  • Write complete sentences.
- Science: Communicate information with others in oral forms.
- Life Skills: Observation - Define relationships between different objects.



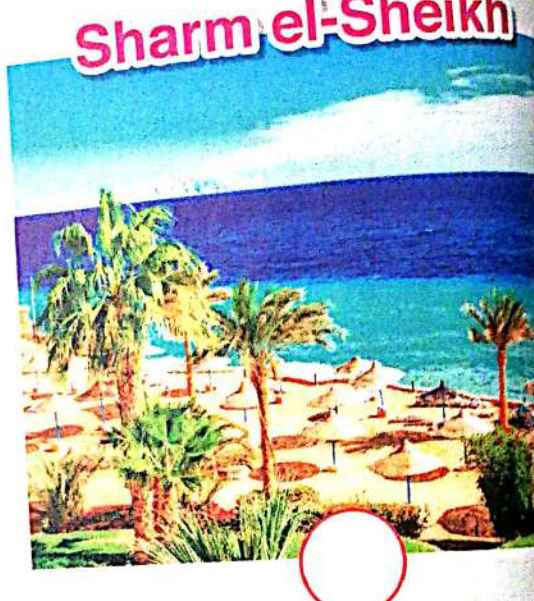


Planning a Commercial

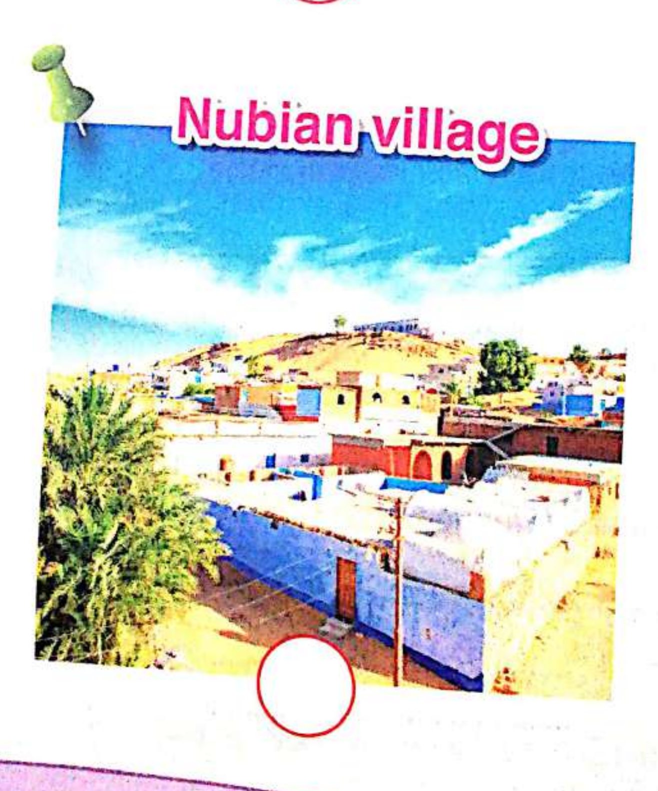
Activity 2 Choose a place and plan your commercial:

Luxor

Sharm el-Sheikh



Nubian village



Siwa Oasis



- **Parents' tips: Activity (2):** Help your child choose a city to write a commercial script about it.
- **Aim:** Collaborate to write a radio script.



Now complete your commercial.

The city I choose is ....

Commercial part	What I will say
Greetings/ Introduce yourself	Hello, everyone. This is ....
Say where you are	I'm in ....
Describe the city and activities	The weather is .... I'm ....
Be funny/ use humor	....
Invite the listener	Our dear listeners, ...
Use descriptive words	fun/beautiful/ ....../....../......
Say goodbye	Goodbye everyone!

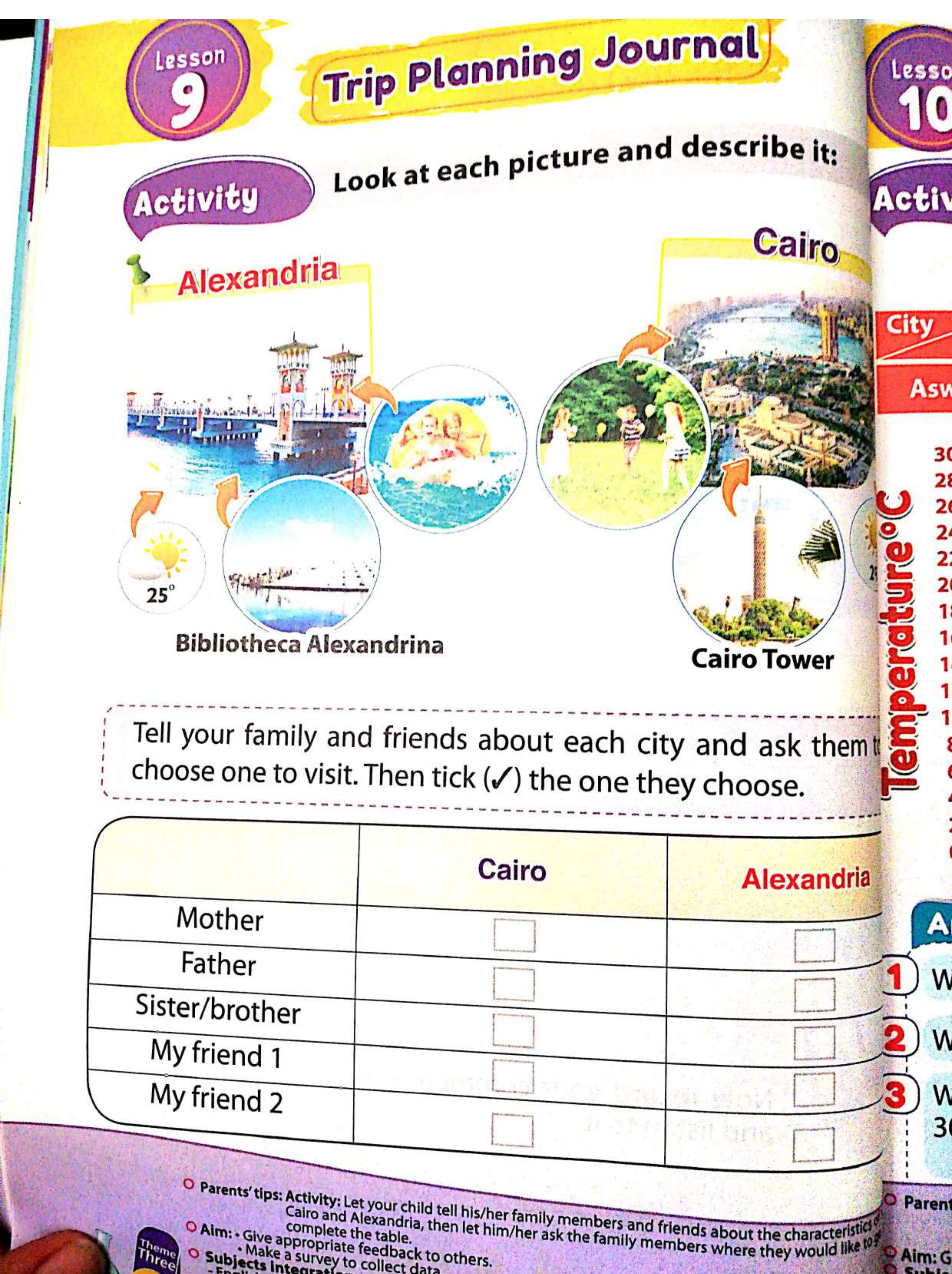


Now record your commercial on your phone and listen to it.

Subjects integration:
- **English:** Write complete sentences.
- **Science:** Communicate information with others in oral forms.
- **Information and communication technologies:** With support, use digital sources to search for content to answer specific questions.







Lesson 9

Trip Planning Journal

Activity Look at each picture and describe it:

Tell your family and friends about each city and ask them to choose one to visit. Then tick (✓) the one they choose.

	Cairo	Alexandria
Mother	☐	☐
Father	☐	☐
Sister/brother	☐	☐
My friend 1	☐	☐
My friend 2	☐	☐

- **Parents' tips: Activity:** Let your child tell his/her family members and friends about the characteristics of Cairo and Alexandria, then let him/her ask the family members where they would like to go, complete the table.
- **Aim:** • Give appropriate feedback to others.
  • Make a survey to collect data.
- **Subjects Integration:**
  - English: Participate

Lesson 10

Graphing the Weather

Activity 1 **Look at the daytime temperatures, then color each day temperature on the bar graph:**

Daytime temperatures

City / Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Aswan	30°	28°	26°	20°	22°	24°	18°

Answer:

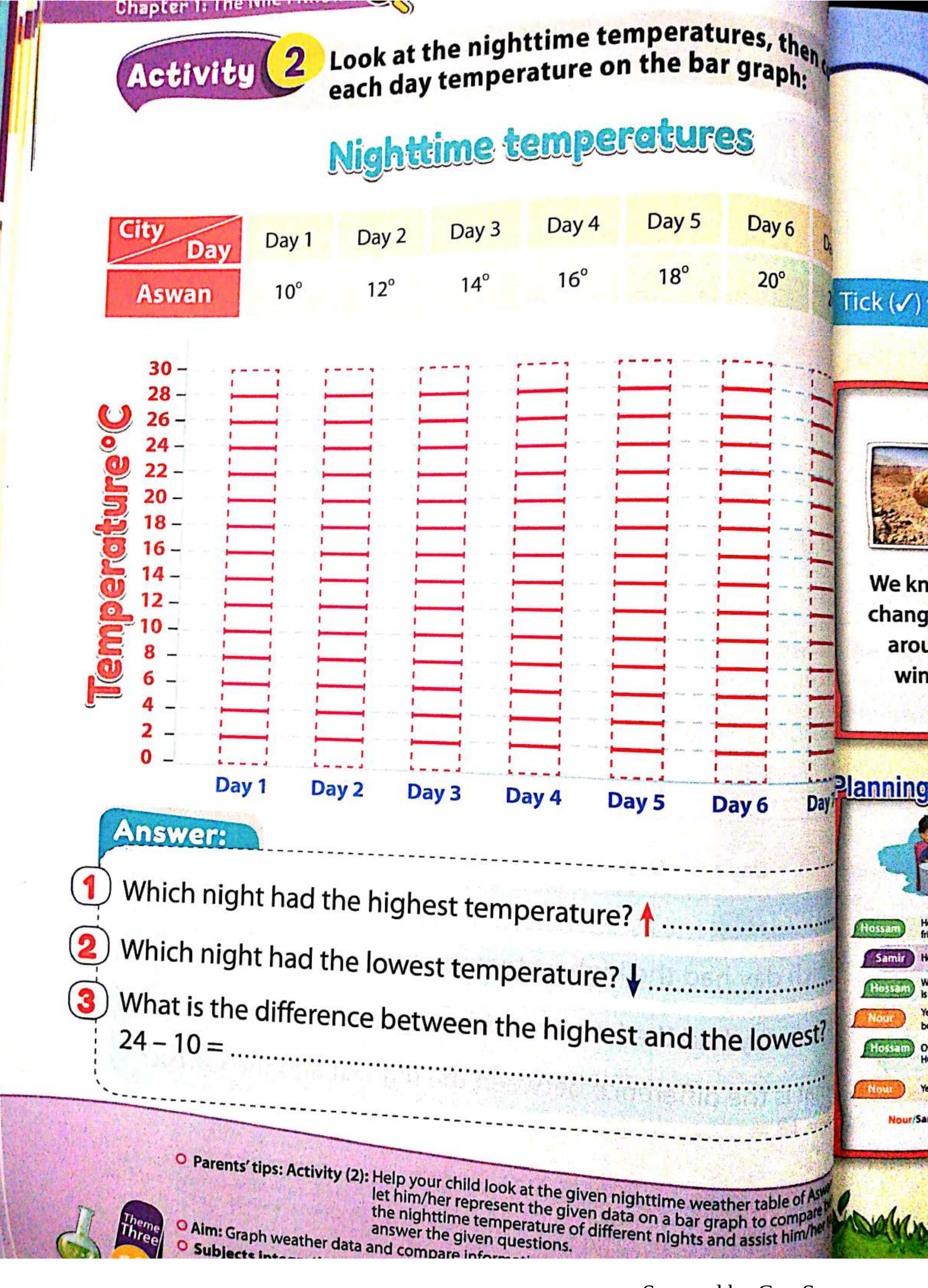
1. Which day had the highest temperature? ↑ ....
2. Which day had the lowest temperature? ↓ ....
3. What is the difference between the highest and the lowest? ....

   30 – 18 = ...

Parents' tips: Activity (1): Help your child look at the given daytime weather table of Aswan, then let him/her represent the given data on a bar graph to compare between the daytime temperature of different days and assist him/her to answer the given questions.

Aim: Graph weather data and compare information.

Subjects integration:



Activity 2

Look at the nighttime temperatures, then ... each day temperature on the bar graph:

Nighttime temperatures

City / Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Aswan	10°	12°	14°	16°	18°	20°

Answer:

1. Which night had the highest temperature? ↑ ....
2. Which night had the lowest temperature? ↓ ....
3. What is the difference between the highest and the lowest?
   24 – 10 = ...

- **Parents' tips: Activity (2):** Help your child look at the given nighttime weather table of Aswan ... let him/her represent the given data on a bar graph to compare ... the nighttime temperature of different nights and assist him/her ... answer the given questions.
- **Aim:** Graph weather data and compare information...
- **Subjects int...**



I learned

Tick (✓) what you learned.

Erosion ◯



We knew that "erosion" is the change in the shape of things around us by the effect of wind or water over time.

Planning a trip ◯

Check list

- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....

We can plan our trip.

Planning a radio commercial ◯





Hossam: Hello, everyone. This is Hossam. I'm in Hurghada with my friends. Guys! Where's Samir?

Samir: Here I am... I was underwater looking at the corals.

Hossam: We are having so much fun here and the weather is beautiful. It is 21°C (degrees Celsius) and also the sun feels good.

Nour: Yes, I had fun playing with new friends on the beach and built a sand pyramid together.

Hossam: Our time is almost over. Dear listeners, we recommend to visit Hurghada. You will have so much fun.

Nour: Yes. Come, enjoy your time in Hurghada.

Nour/Samir/ Hossam: Goodbye dears from our radioland.

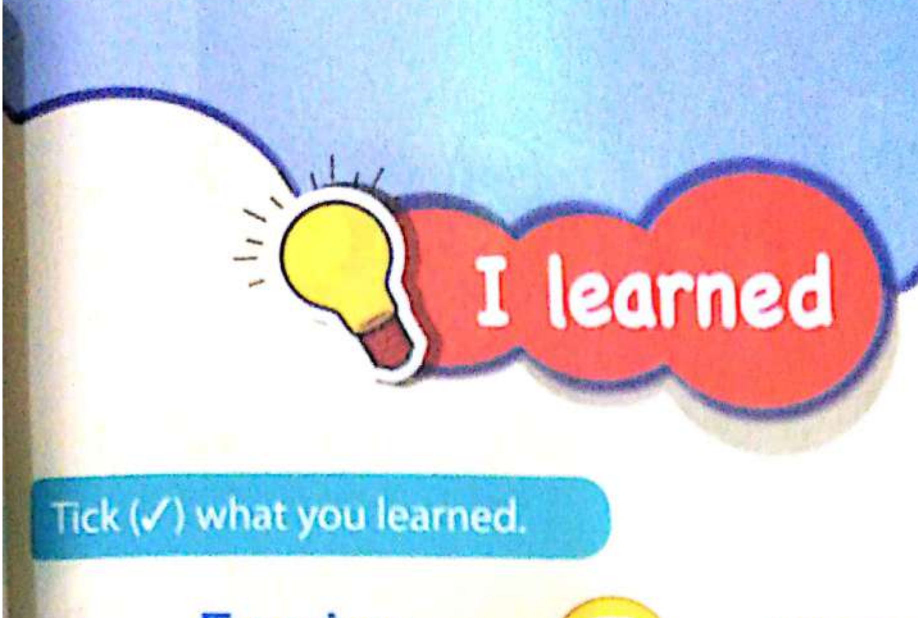
Graphing the temperatures ◯

City / Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Aswan	30°	28°	26°	30°	22°	24°	22°

Temperature °C: 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30

Day 1, Day 2, Day 3, Day 4, Day 5, Day 6, Day 7

How to represent weather temperature on a graph



Tick (✓) what you learned.

Erosion



We knew that "erosion" is the change in the shape of things around us by the effect of wind or water over time.

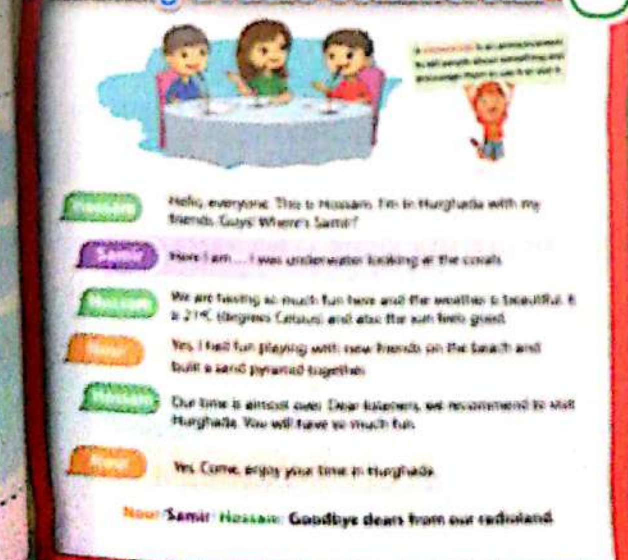
Planning a trip

Check list

- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....
- ....

We can plan our trip.

Planning a radio commercial



Graphing the temperatures

How to represent weather temperature on a graph

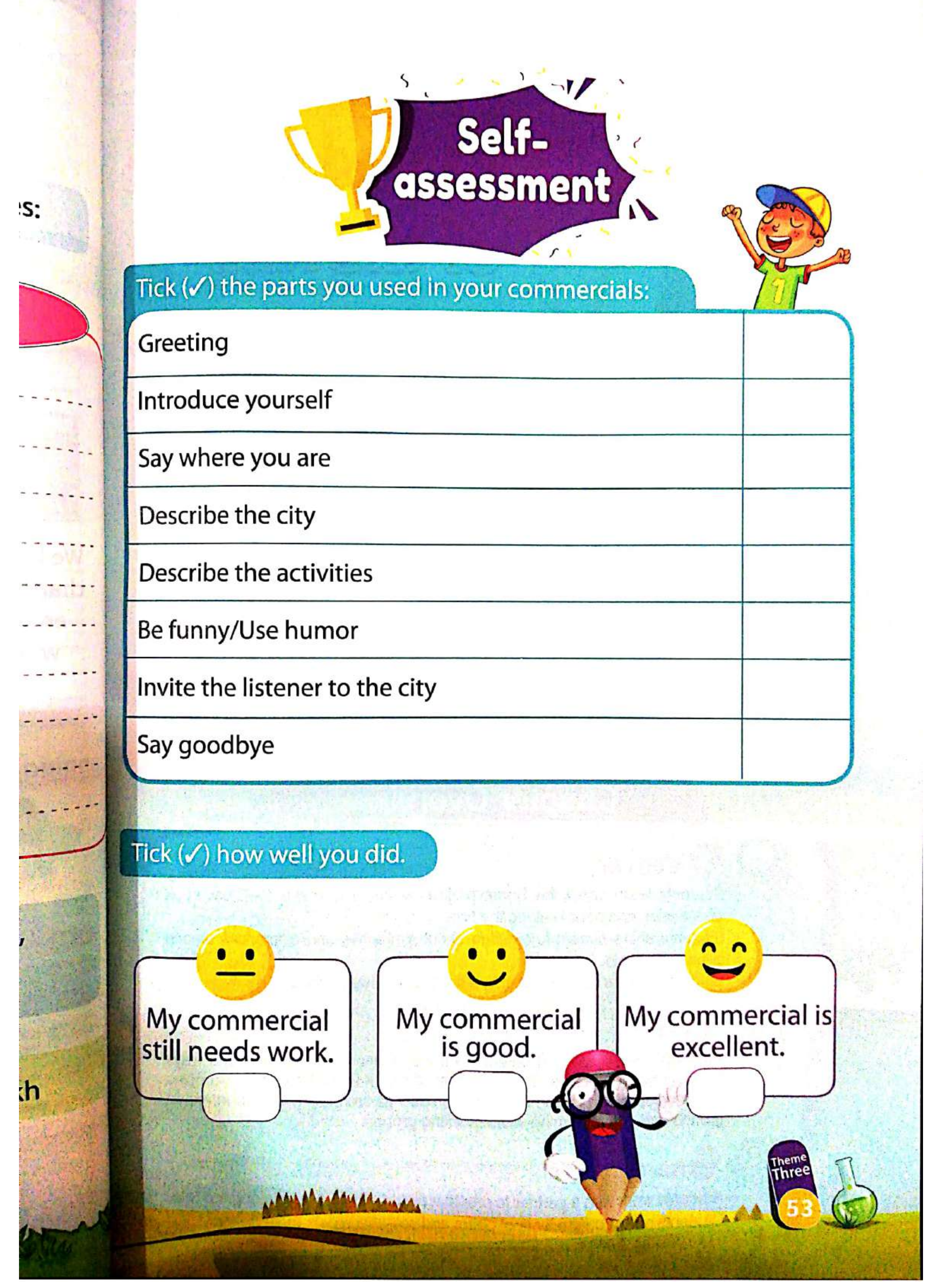


Write two commercials about each of the following cities:

Aswan	Sharm el-Sheikh

Now, read the 2 commercials to your family and friends, then mark (✓) the city that each choose.

- Aswan
- Sharm el-Sheikh



Self-assessment

Tick (✓) the parts you used in your commercials:

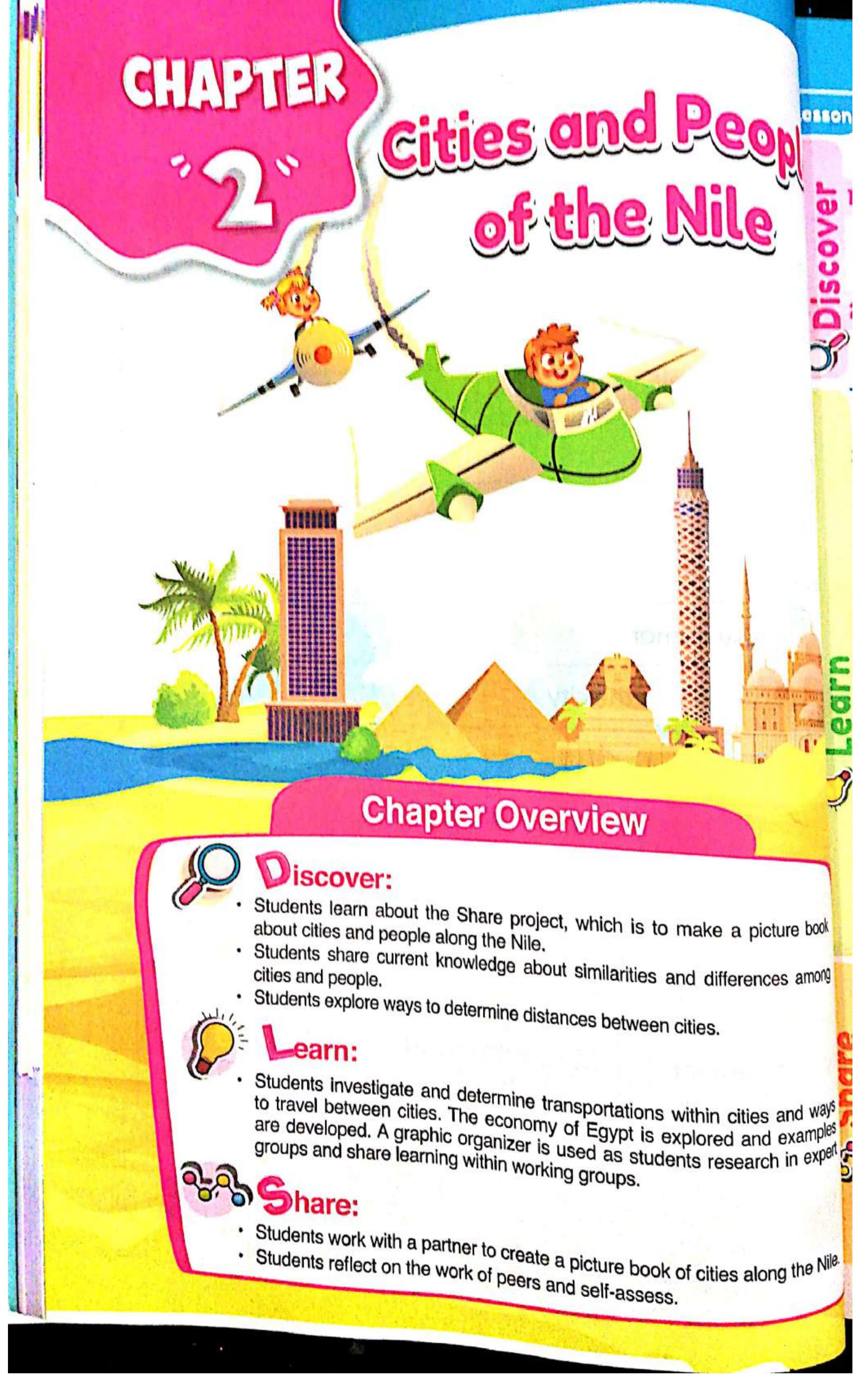
Greeting	
Introduce yourself	
Say where you are	
Describe the city	
Describe the activities	
Be funny/Use humor	
Invite the listener to the city	
Say goodbye	

Tick (✓) how well you did.

My commercial still needs work. ☐

My commercial is good. ☐

My commercial is excellent. ☐



Chapter Overview

Discover:

- Students learn about the Share project, which is to make a picture book about cities and people along the Nile.
- Students share current knowledge about similarities and differences among cities and people.
- Students explore ways to determine distances between cities.

Learn:

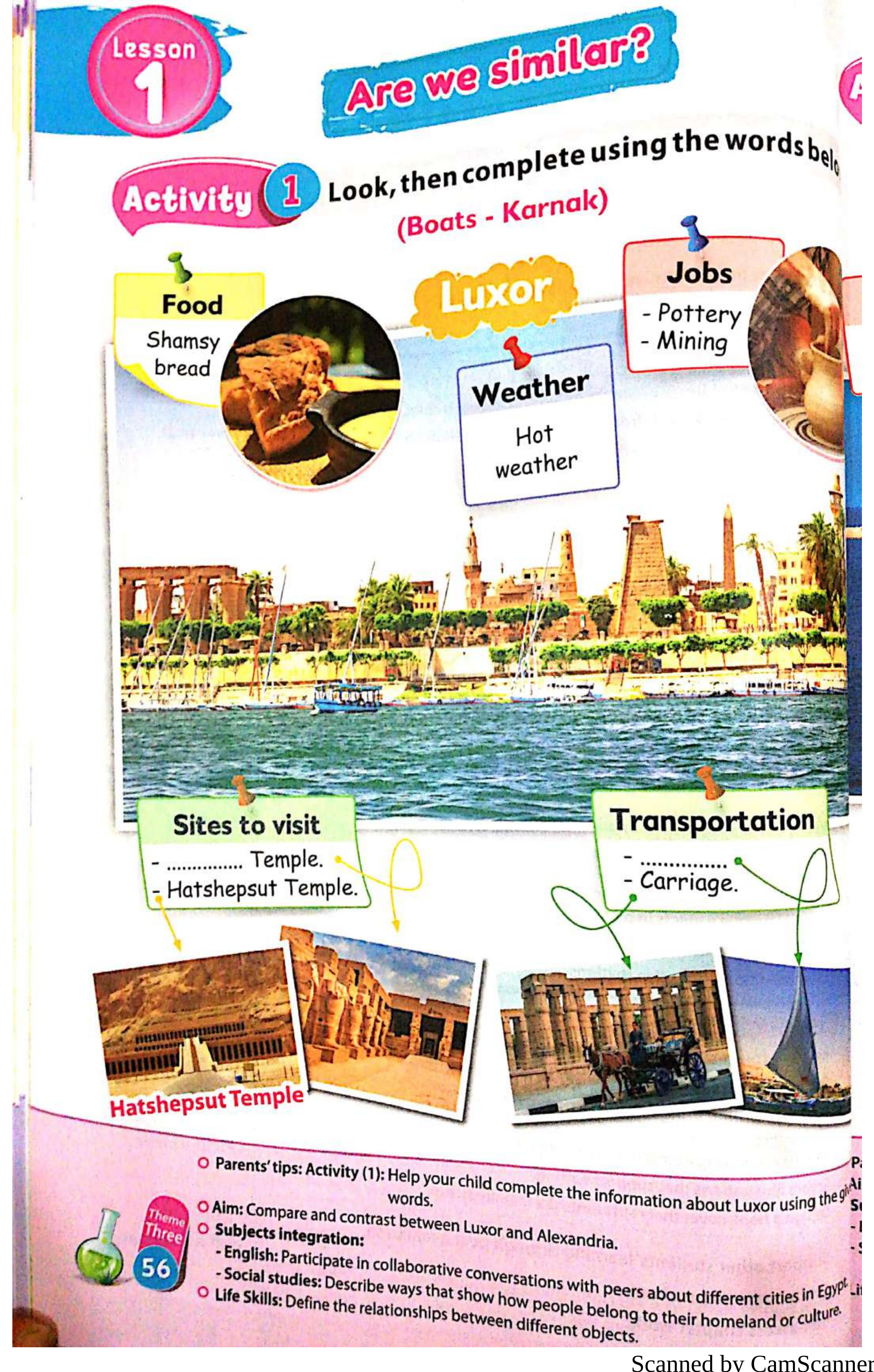
- Students investigate and determine transportations within cities and ways to travel between cities. The economy of Egypt is explored and examples are developed. A graphic organizer is used as students research in expert groups and share learning within working groups.

Share:

- Students work with a partner to create a picture book of cities along the Nile.
- Students reflect on the work of peers and self-assess.

Pacing Guide

	Lesson	Instructional Focus	Key vocabulary
Discover	1	**Students will:** - Compare and contrast other cities to the local community. - Create a bookmark to be used throughout the chapter.	- Fiction.
	2	- Plan an itinerary for a trip around Egypt. - Calculate distances between cities using a scale on a map. - Determine the total distance to be travelled on a trip.	- Itinerary.
Learn	3	**Students will:** - Discuss types of travel available within and between cities. - Determine how to travel from city to city on a trip through Egypt. - Use a graphic organizer to record work.	- River boat.
	4	- Investigate jobs in transportation. - Develop a dialog between two transportation workers.	- Co-pilot. - Conductor. - Flight attendant. - Mechanic. - Pilot. - Railroad engineer. - Station master. - Ticket agent.
	5	- Read informational text to learn about economic activity in Egypt. - Identify various products made or grown in Egypt.	- Agriculture. - Economy - Steel. - Fabrics. - Mining.
	6	- Recognize that tourism is important to Egypt. - Research information to share with team.	- Tourism.
	7	- Identify unique aspects in pictures. - Research cities, looking for unique characteristics. - Learn traditional Egyptian rhythms.	- Unique.
Share	8	**Students will:** - Review expectations and goals for Share project. - Organize and determine information to be used in writing. - Compose writing using information from research.	- Trip.
	9	- Self-assess writing according to a checklist. - Create illustrations that support writing. - Design a book cover that represents the imaginary tour.	- Picture book.
	10	- Support other students' learning through peer evaluation. - Orally share picture books. - Self-assess chapter work.	-Self-assessment.



Lesson 1

Are we similar?

Activity 1 Look, then complete using the words belo

(Boats - Karnak)

Luxor

Food
Shamsy bread

Jobs
- Pottery
- Mining

Weather
Hot weather

Sites to visit
- .... Temple.
- Hatshepsut Temple.

Transportation
- ....
- Carriage.

Hatshepsut Temple

- Parents' tips: Activity (1): Help your child complete the information about Luxor using the gi words.
- Aim: Compare and contrast between Luxor and Alexandria.
- Subjects integration:
  - English: Participate in collaborative conversations with peers about different cities in Egypt.
  - Social studies: Describe ways that show how people belong to their homeland or culture.
- Life Skills: Define the relationships between different objects.



Look, then complete using the words below:

(Sailing - Good weather)

Alexandria

Jobs
- ....
- Fishing

Food
Alexandrian Foul

Transportation
- Ships
- Boats

Weather
....

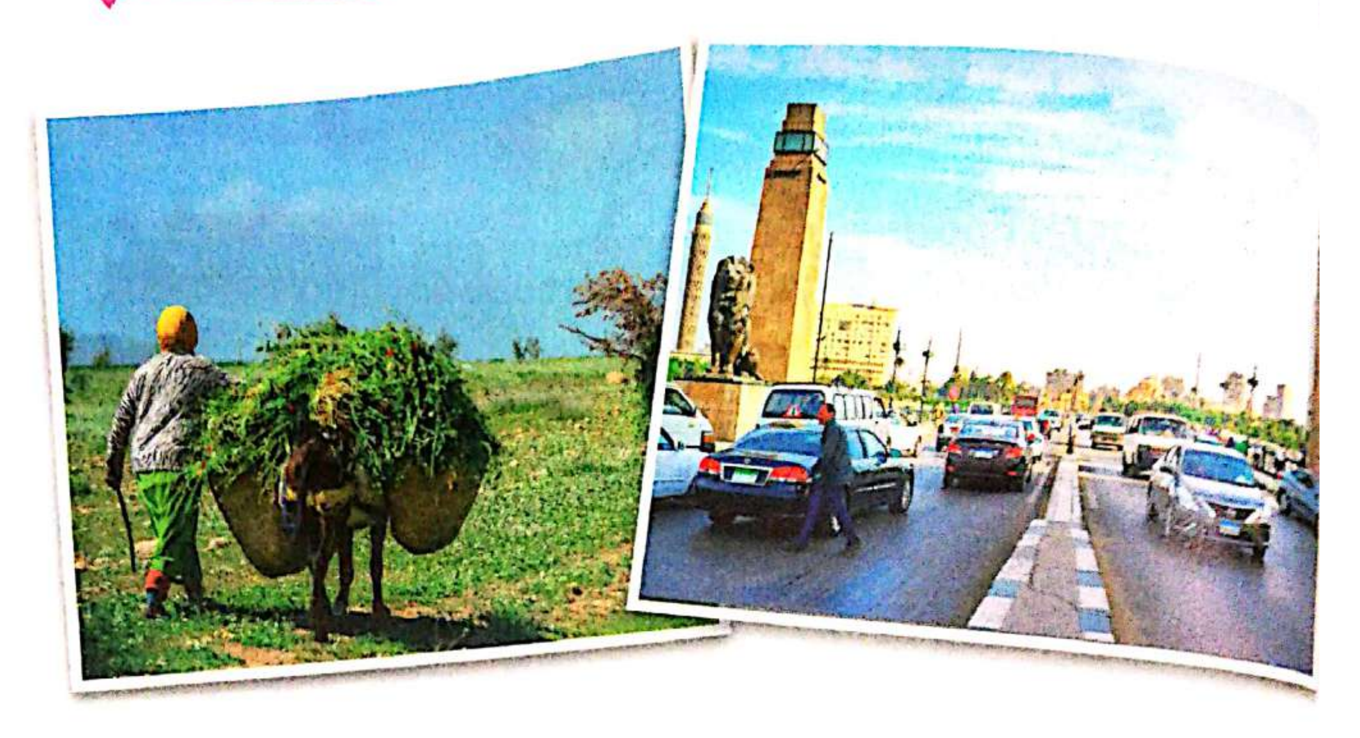
Sites to visit
- Citadel of Qaitbay.
- Bibliotheca Alexandrina.

Parents' tips: Activity (2): Help your child complete the information about Alexandria using the given words.
Aim: Compare and contrast between Luxor and Alexandria.
Subjects integration:
- English: Participate in collaborative conversations with peers about different cities in Egypt.
- Social studies: - Identify some tourist sites in Egypt.
- Identify the main economic activities in different Egyptian regions.
Life Skills: Define the relationships between different objects.





Look, then tick (✓) the correct answer:



Questions	Yes	No
- The types of jobs in both cities are the same.		
- The means of transportation in both cities are different.		
- The foods in both cities are the same.		
- There are different sites to visit in both cities.		

«We all have similarities & differences.»

- **Parents' tips: Activity (3):** Help your child compare the similarities and differences between two cities.
- **Aim:** Compare other cities to our local community.
- **Subjects integration:**
  - **English:** • Distinguish how the images provide information.
    • Participate in collaborative conversations with peers and adults about our local com
  - **Social studies:** Identify the cult





Aya's Plan

Activity 1 **Look, then answer:**



My family and I decided to go on a trip. We are going to Aswan, Luxor and finally to Giza.

Giza
Cairo (Home)
Luxor
Aswan
1
2
3
Pyramids
Hatshepsut Temple
Philae Temple

- First, we planned to go to .... to visit ....
- Second, we are going to .... to visit ....
- Finally, we are going to .... to visit ....

Parents' tips: Activity (1): Discuss with your child the tourist sites he/she wants to visit in a trip along the Nile.

Aim: Plan an itinerary for a trip around Egypt.

Subjects integration:

- **English:** Use maps to plan writing.
- **Social studies:** Describe some Egyptian cities and their important tourist sites.

Life Skills: Define the relationships between different objects - Observation.



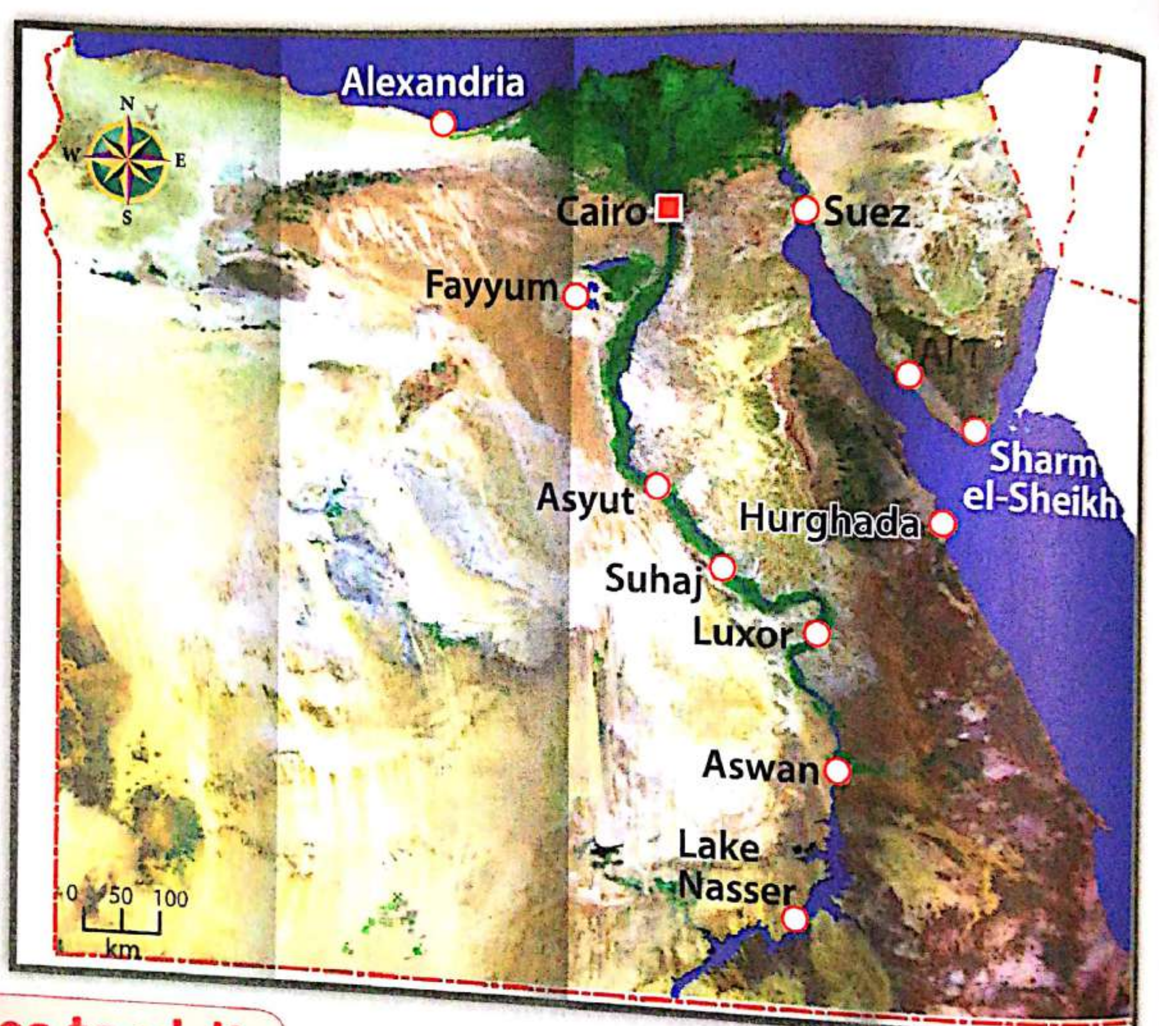




Where will we visit?

Activity 2

Tick (✓) the sites you want to visit, then locate them on the map:



Sites to visit:



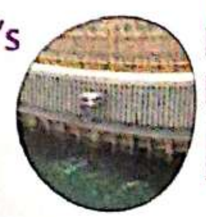
Luxor Temple ☐



Citadel of Qaitbay ☐



Qaroun's Lake ☐



List the cities in the order that you will visit them:

1. ....
2. ....
3. ....
4. ....

- Parents' tips: Activity (2): Discuss with your child the sites he/she wants to visit.
- Aim: Plan an itinerary for a trip around Egypt.
- Subjects integration:
  - English: • Follow the



Our Itinerary



Look at the map, learn, then answer:

"Help Aya to know the distance of her trip"





My family and I decided to go on a trip. We are going to Fayyum, Luxor and finally to Hurghada.

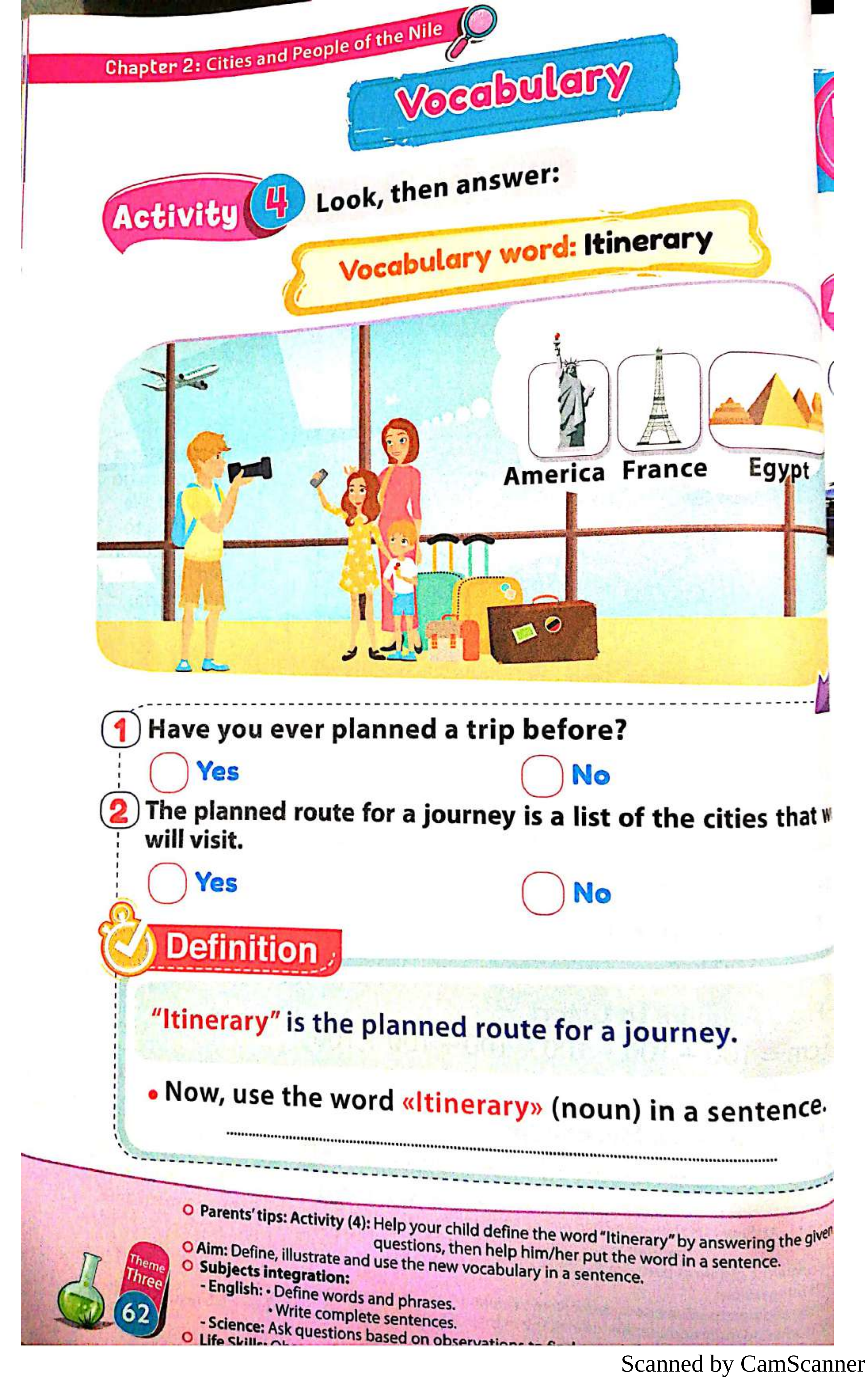
Note: 1 cm on the map represents 100 km in reality.

Determine the distance between the cities:

1. - **From Cairo to Fayyum:**
   1 cm = 100 km
2. - **From Fayyum to Luxor:**
   6 cm = 100 + 100 + 100 + 100 + 100 + 100
   = 600 km
3. - **From Luxor to Hurghada:**
   3 cm = ... + ... + ... = ... km

- **Parents' tips: Activity (3):** Help your child recognize the cities that the girl is going to visit on the map and assist him/her in calculating the distance between the cities.
- **Aim:** Calculate the distances between the cities using a scale on a map.
- **Subjects Integration:**
  - **Math:** Use addition to solve one-step problem to identify the real distance between cities.
  - **Social studies:** Identify and use the scale on the map to determine the distances between different places on Earth.
- **Life Skills:** Define the relationships between different objects.





Vocabulary

Activity 4 Look, then answer:

Vocabulary word: Itinerary

1. Have you ever planned a trip before?

   ◯ Yes ◯ No

2. The planned route for a journey is a list of the cities that w will visit.

   ◯ Yes ◯ No

Definition

"Itinerary" is the planned route for a journey.

- Now, use the word «Itinerary» (noun) in a sentence.

....

- Parents' tips: Activity (4): Help your child define the word "Itinerary" by answering the given questions, then help him/her put the word in a sentence.
- Aim: Define, illustrate and use the new vocabulary in a sentence.
- Subjects integration:
  - English: • Define words and phrases.
    • Write complete sentences.
  - Science: Ask questions based on observations
- Life Skills:



Transportation

- People travel from one place to another by ...

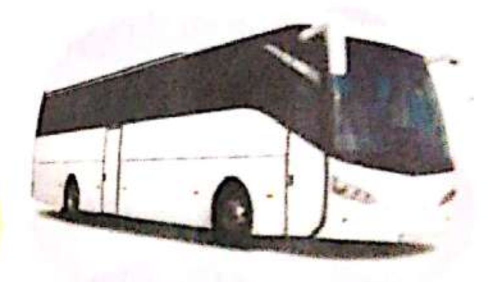


Write the name of the means of transportation by using the words below:

bicycle - plane - car - bus - carriage - boat - train

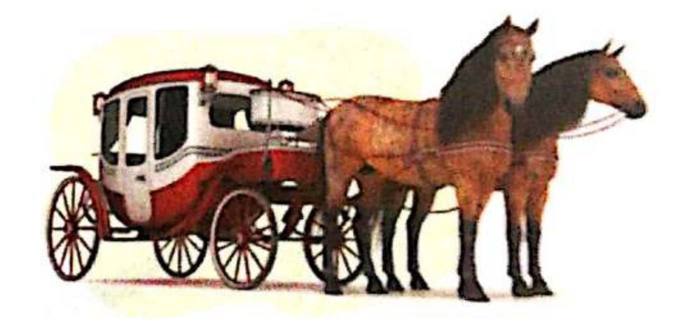






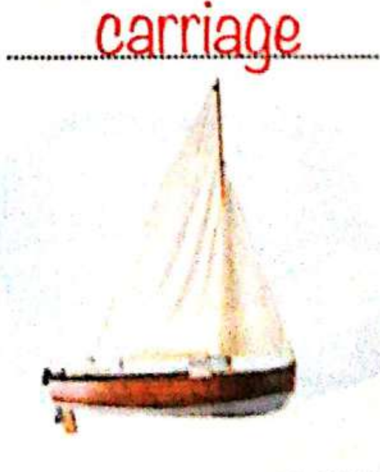
....





.... carriage





....

- **Parents' tips: Activity (1):** Help your child remember what he/she has learned last year about the means of transportation in his/her local community.
- **Aim:** Determine the means of transportation we need to move from one place to another.
- **Subjects Integration:**
  - **Science:** Communicate information with others in oral and written forms

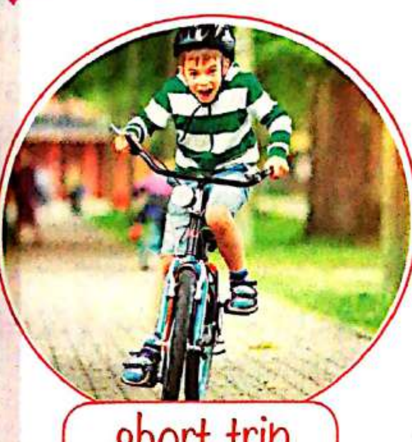
Theme Three


Chapter 2: Cities and People of the Nile
Transportation for Our Trip
Activity 2
Tick (✓) the types of transportation available in your town:



Activity 3

Classify the following means of transportation into "short trip" or "long trip":



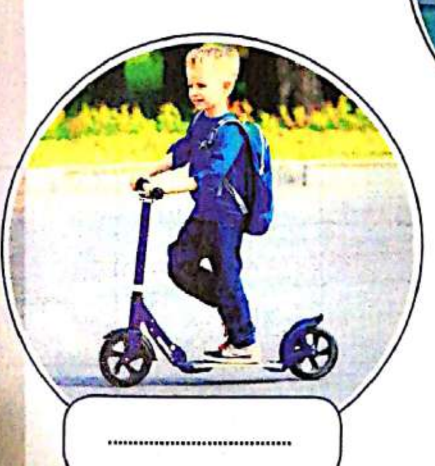


short trip



....

....



....



....



....



....

Parents' tips: Activity (3): Help your child classify the different transportation that he/she can use in a short trip or a long trip.

Aim: Identify the means of transportation used in long trips and those used in short trips.

Subjects integration:

- **English:** Ask and answer questions about the means of transportation.
- **Science:** Use observations to explain an experience.
- **Social studies:** Identify the different means of transportation.

Life Skills: Observation - Define relationships between different objects.

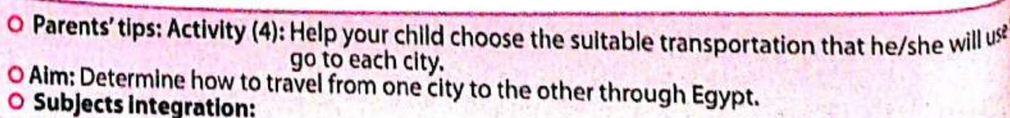


How do we get there?



Tick (✓) the suitable transportation used to go to each city:

Transportation means	Names of cities			
	Luxor	Alexandria	Hurghada	Giz
1 Bicycle				
2 Train				
3 Car				
4 Airplane				
5 Bus				
6 Boat				



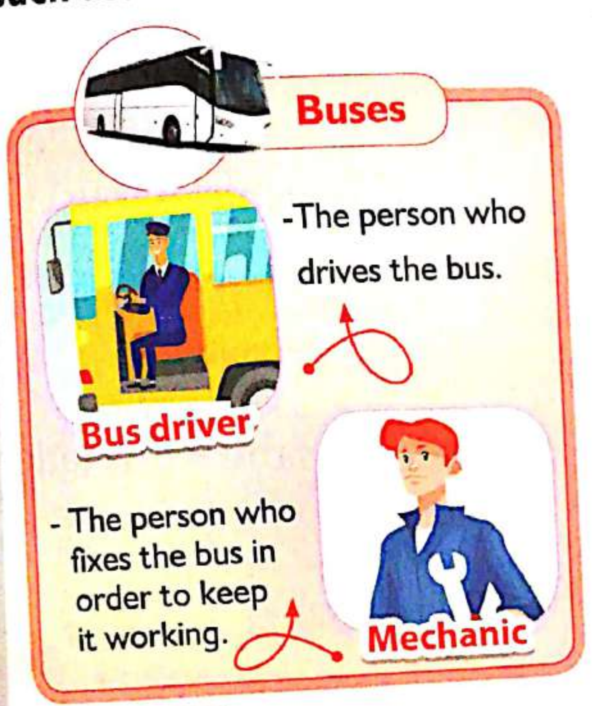
- Parents' tips: Activity (4): Help your child choose the suitable transportation that he/she will use to go to each city.
- Aim: Determine how to travel from one city to the other through Egypt.
- Subjects integration:
  - English: Participate in collaborative conversations with peers and adults about the available transportation between cities.
  - Science: Use observations to discover the suitable transportation used to go to each city.
  - Social studies: Identify the different means of transportation.
- Life Skills: Define relationships between different objects - Respect other opinions.



Jobs in Transportation

There are many different jobs related to transportation such as:

Buses



Bus driver

-The person who drives the bus.

Mechanic

- The person who fixes the bus in order to keep it working.

Trains



Train driver

-The person who drives the train.

Station master

-The person who operates the train station.



Conductor

-The person who takes your ticket once you are on the train.

Airplanes



Pilot

-The person who flies the airplane.



Co-pilot

- The person who helps the pilot fly the airplane.



Flight attendant

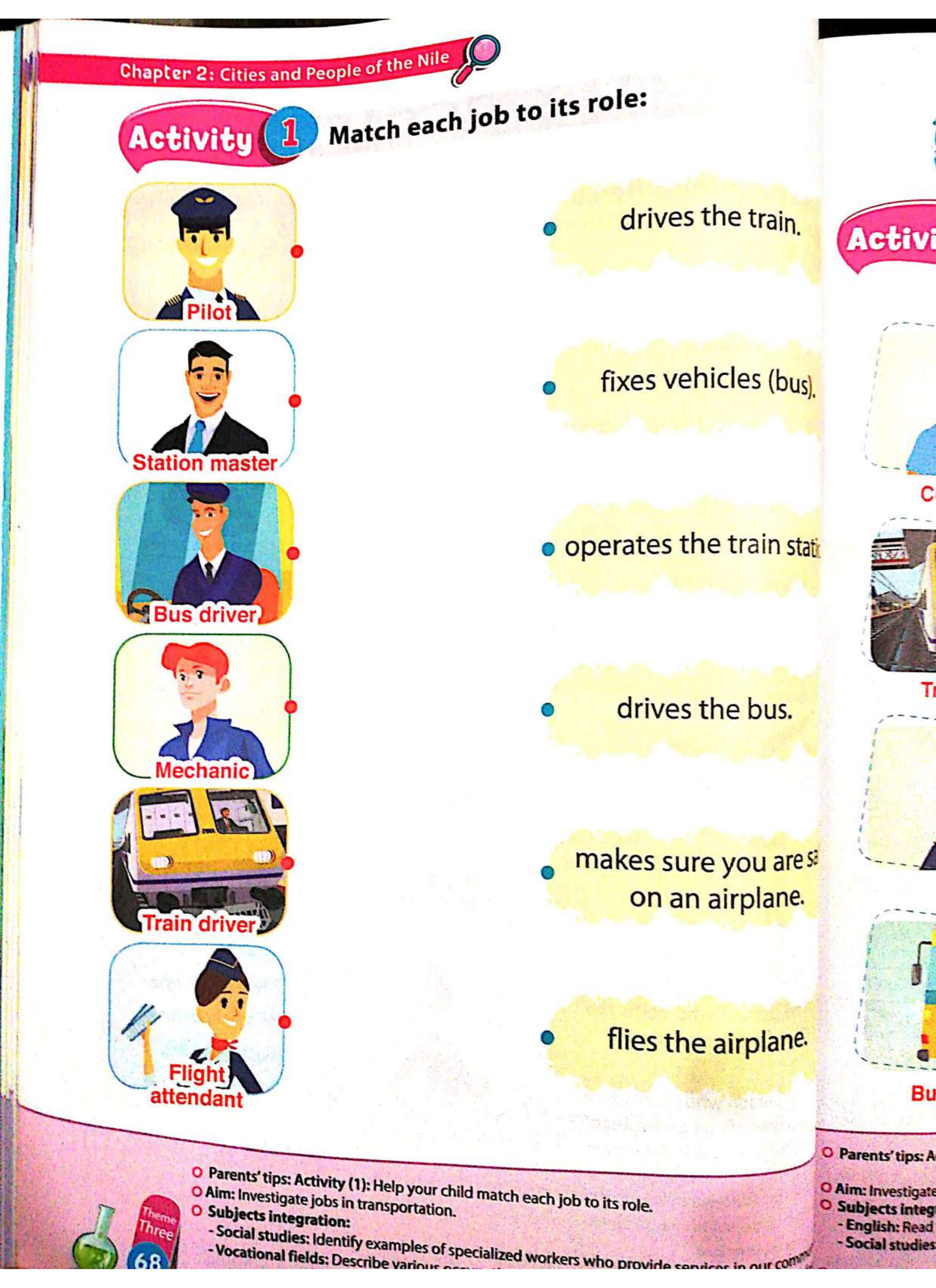
- The person who makes sure you are safe on an airplane.

Ticket agent

The person who sells tickets for (Buses - Trains - Airplanes).

- **Parents' tips:** Help your child learn about the transportation related jobs.
- **Aim:** Investigate jobs in transportation.
- **Subjects integration:**
  - **English:** Read, recognize and understand the text.
  - **Social studies:** Identify examples of specialized workers who provide services in our community.
- **Life Skills:** Define relationships between different objects.





Activity 1 Match each job to its role:

Job	Role
Pilot	drives the train.
Station master	fixes vehicles (bus).
Bus driver	operates the train stati
Mechanic	drives the bus.
Train driver	makes sure you are sa on an airplane.
Flight attendant	flies the airplane.

- Parents' tips: Activity (1): Help your child match each job to its role.
- Aim: Investigate jobs in transportation.
- Subjects integration:
  - Social studies: Identify examples of specialized workers who provide services in our com
  - Vocational fields: Describe various



People in Transportation



Complete using the words below:

bus - train - airplane





Conductor works at ......train...... station.



Train driver works at .... station.



Pilot works inside the ....

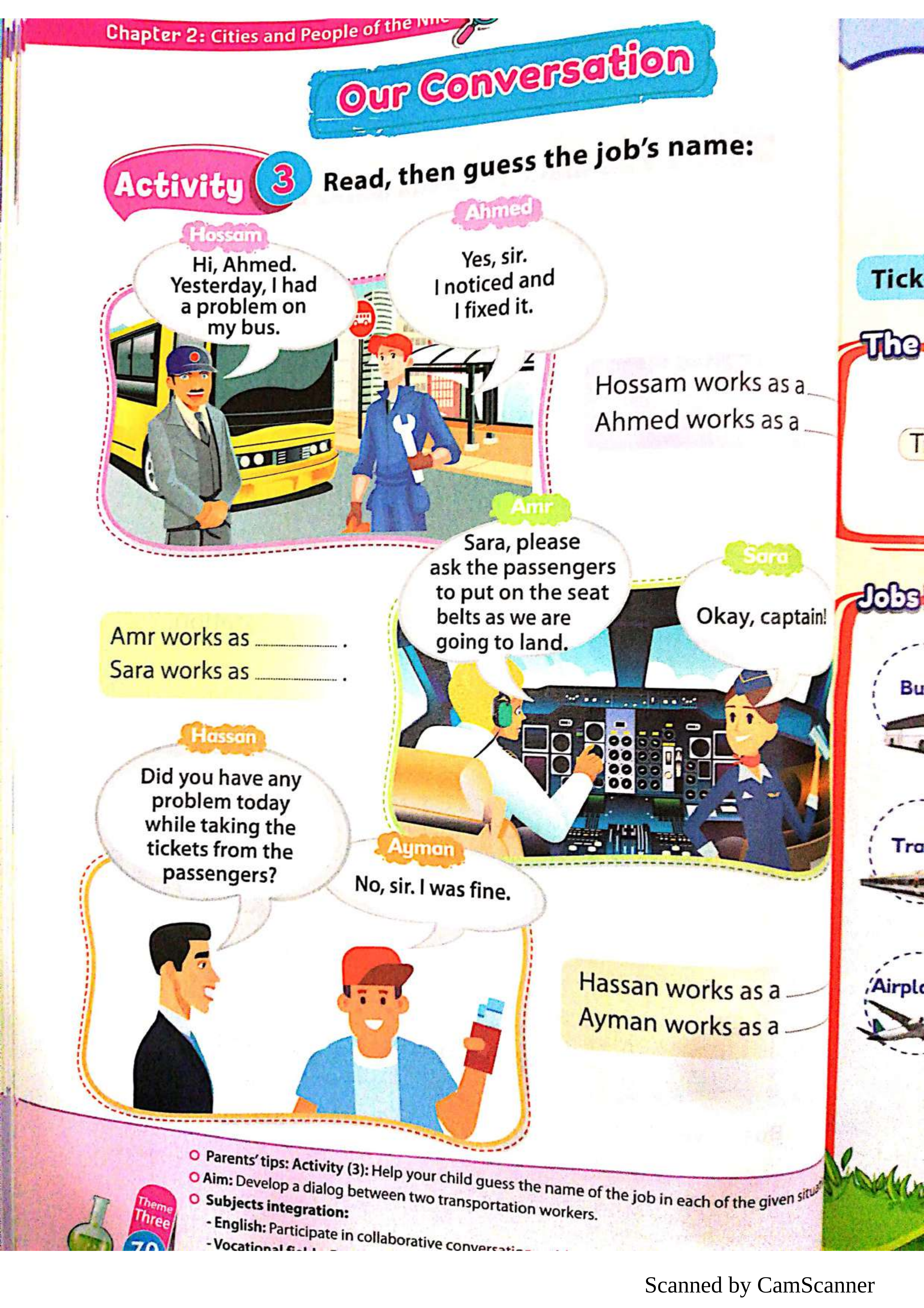


Bus driver works at .... station.

- **Parents' tips: Activity (2) :** Help your child identify each job/profession, link it to the place of work and complete the sentences.
- **Aim:** Investigate jobs in transportation.
- **Subjects integration:**
  - **English:** Read and comprehend informational text.
  - **Social studies:** Identify examples of specialized workers who provide different services in







Our Conversation

Activity 3 Read, then guess the job's name:

Hossam works as a ....
Ahmed works as a ....

Amr works as ....
Sara works as ....

Hassan works as a ....
Ayman works as a ....

- **Parents' tips: Activity (3):** Help your child guess the name of the job in each of the given situ
- **Aim:** Develop a dialog between two transportation workers.
- **Subjects integration:**
  - **English:** Participate in collaborative conversati
  - Vocational fi


I learned
Tick (✓) what you learned:
The characteristics of the city:
Food
Transportation
Jobs
Each city has its own
Sites to visit
Weather
Jobs in Transportation
Buses
• Bus driver
• Mechanic
• Ticket agent
Trains
• Train driver
• Station master
• Conductor
• Ticket agent
Airplanes
• Pilot
• Flight attendant
• Ticket agent
Transportation
Bus
Train
Car
Ship
Bicycle
Airplane
We must make itinerary plan for our trip.
America
France
Egypt
Theme Three
71

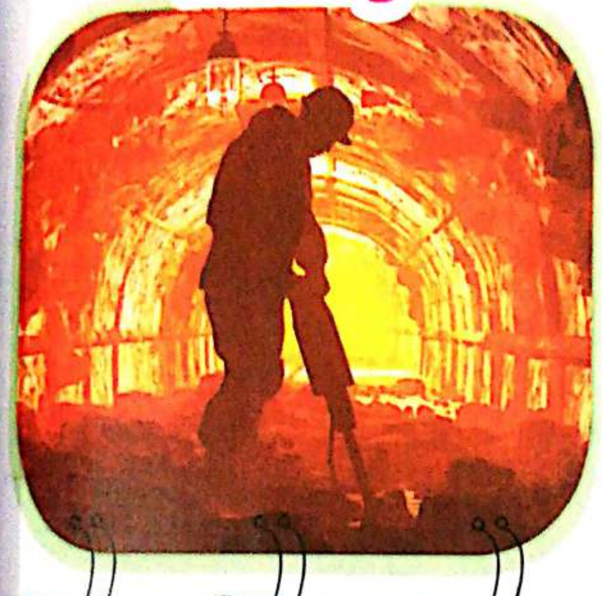

Lesson 5
Egypt is Busy
Activity 1
Let's read about the economic activities in Egypt:
Tourism
Agriculture
Industry
Mining
Egypt's economy
Parents' tips: Activity (1): Discuss Egypt's economy with your child and remind him/her that buying and selling are big parts of the economy.
Aim: Read informational text to learn about the economic activity in Egypt.
Subjects integration:
- English: Participate in collaborati
Theme Three
72

Using the Land



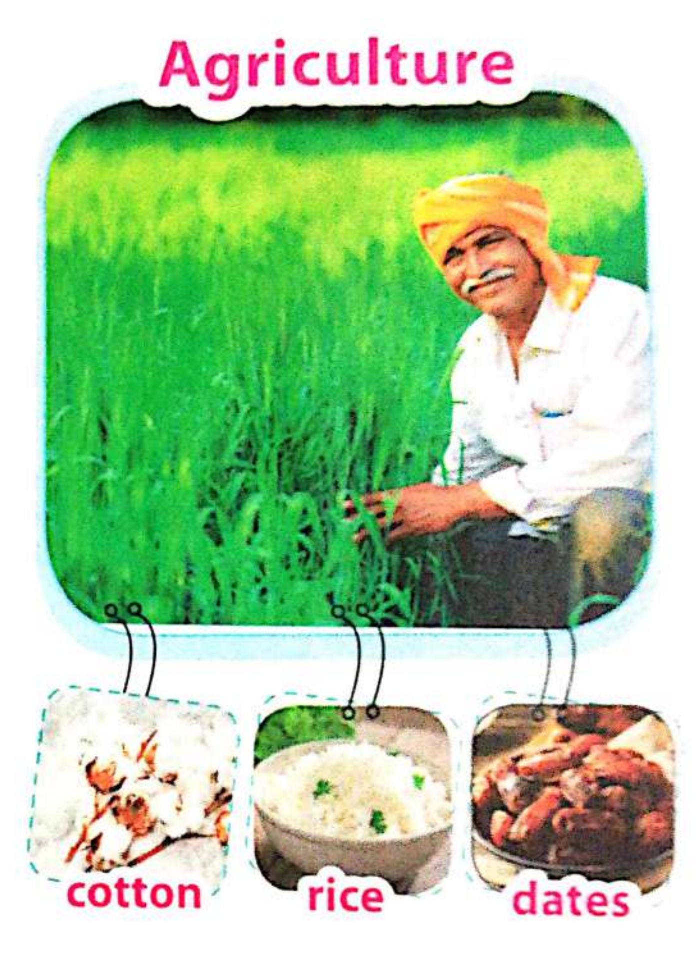
Activity 2 Look and learn:

Mining





Agriculture



Now, complete using the words below:

(steel - cotton)

- We can use .... to build bridges.
- The most important crop is ....
- We can make fabric from ....

Note:

Mining is the process of digging into the earth to find materials like "gold or coal".

- **Parents' tips: Activity (2):** Assist your child to know that there are two main economic activities in some parts of Egypt which are the "Agriculture and Mining", then help him/her complete the sentences by using the given words.
- **Aim:** Learn about the economic activities in Egypt.
- **Subjects integration:**
  - **English:** Distinguish how specific images provide information.
  - **Social studies:** Identify the main economic activities in different Egyptian regions.
- **Life Skills:** Observation - Identify relationships between different objects



Made in Egypt



Complete using the words below to kn… the products made in Egypt:



Bus - Orange - Bridge - Cotton - Dates - Refrigerator

1. .... is made of steel.

2. Cloth is made of ....

3. .... is used in your home.

4. .... has wheels.

5. .... and .... are plants that grow in Egypt.

- **Parents' tips: Activity (3):** Assist your child to know the goods (products) made in Egypt, then… him/her complete the sentences by using the given words.
- **Aim:** Identify various products that are made or grown in Egypt.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers and adults about the products made in Egypt.
  - **Science:** Communicate information with oth…
  - **Vocational fields:** Identif…
- **Life Ski…**





Vocabulary

Activity 4 Look, then answer:

Vocabulary word: Economy



1. What do you get from selling goods?

   ◯ Money. ◯ Family.

2. We get more money by selling more goods.

   ◯ Yes ◯ No

Definition

"Economy" is everything involved in making, using, buying and selling of goods and services.

• Now, use the word "Economy" (noun) in a sentence.

....

- Parents' tips: Activity (4): Help your child define the word "Economy" by answering the given questions, then help him/her put the word in a sentence.
- Aim: Define, illustrate and use the new vocabulary in a sentence.
- Subjects integration:
  - English: • Define words and phrases.
    • Write complete sentences.
  - Science: Ask questions based on observations to find more information.
  - Social studies: Identify the concept of the word "economy".
- Life Skills: Writing - Define relationships between different objects.






What is going on?



Draw a picture of your town, then answer:





Ras Mu
Nation



Stanle



Philae



Karnal

- Tick (✓) the most important economic activities in your city.



- Parents' tips: Activity (1): Help your child draw a picture for his/her town and choose the common economic activities in their local area.
- Aim: Learn about economic activities in different Egyptian regions.
- Subjects integration:
  - Art: Use various drawing and coloring tools to create art.
  - Social studies: Describe the economic and the cultural similarities and differences between different Egyptian regions.
- Life Skills: Effective management and ...

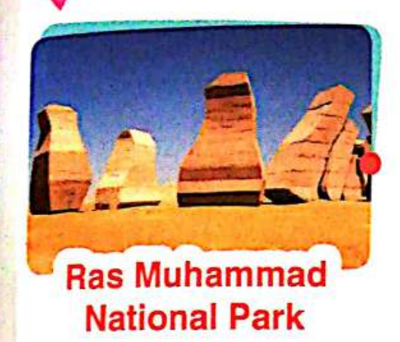
- Parents' tips
- Aim: Recogni
- Subjects int
  - English: As
  - Social stud

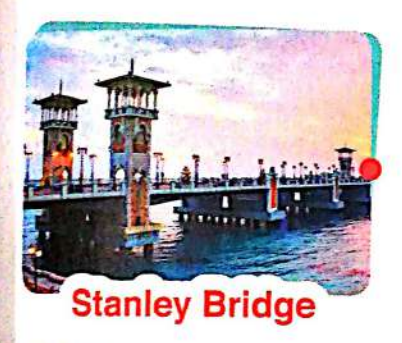


Beautiful Sites

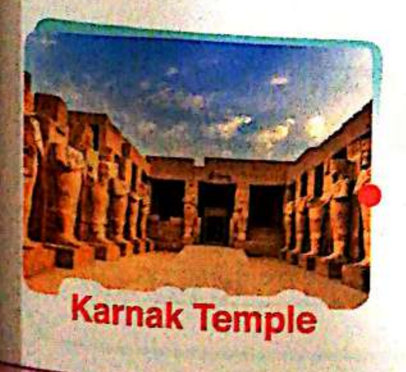


Match each place to its location:


Ras Muhammad National Park


Stanley Bridge

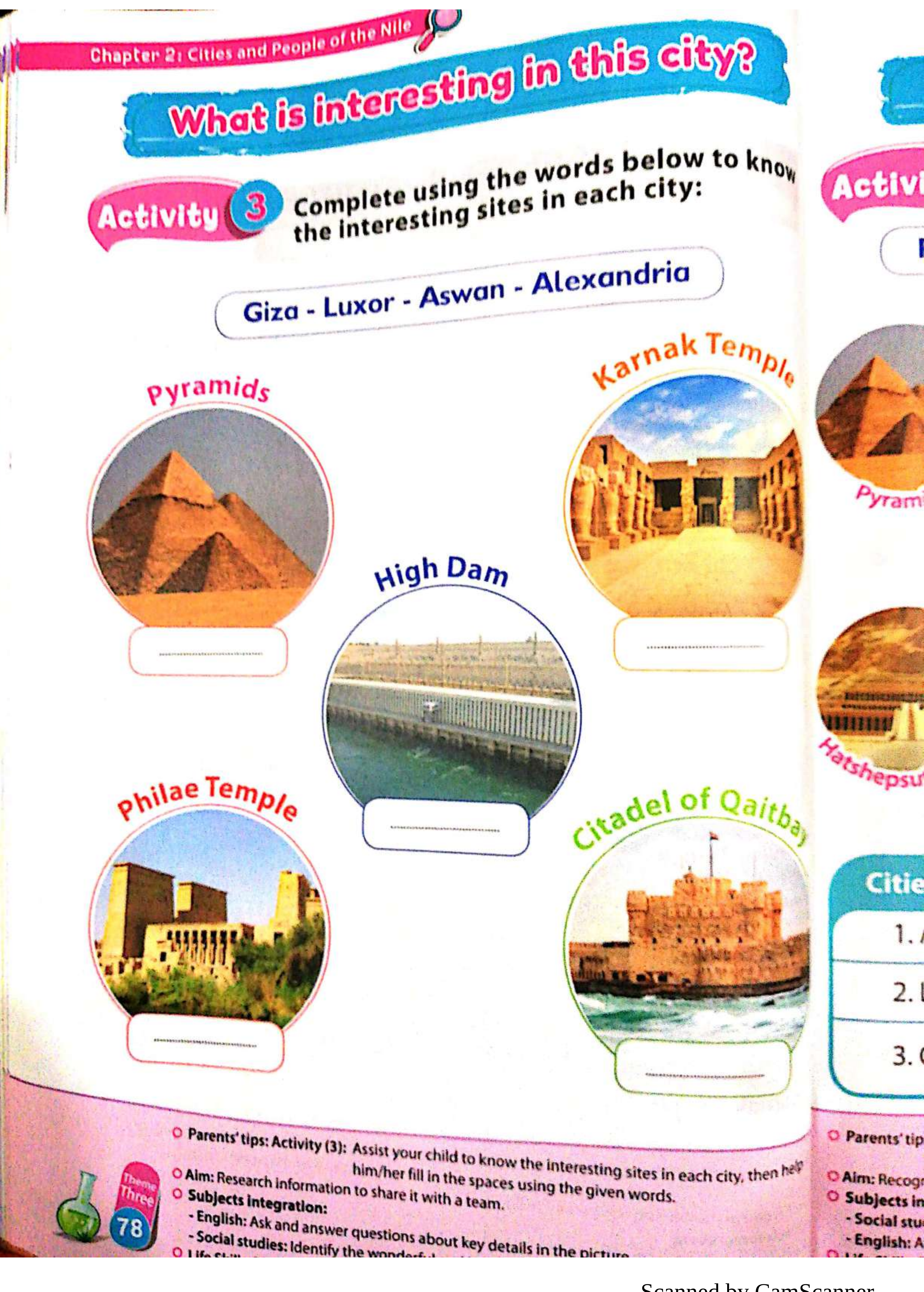

Philae Temple


Karnak Temple

- Alexandria
- Aswan
- Luxor
- South Sinai

- **Parents' tips: Activity (2):** Help your child match each picture to its location to know that there are many beautiful tourist sites that people come from all over the world to visit.
- **Aim:** Recognize that tourism is important to Egypt.
- **Subjects Integration:**
  - **English:** Ask and answer questions about the Egyptian tourist sites.
  - **Social studies:** Identify the wonderful and beautiful tourist sites in different Egyptian regions.
- **Life Skills:** Effective management and organization of tasks - Observation...





What is interesting in this city?

Activity 3 Complete using the words below to know the interesting sites in each city:

Giza - Luxor - Aswan - Alexandria

Pyramids ....

Karnak Temple ....

High Dam ....

Philae Temple ....

Citadel of Qaitbay ....

- **Parents' tips: Activity (3):** Assist your child to know the interesting sites in each city, then help him/her fill in the spaces using the given words.
- **Aim:** Research information to share it with a team.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in the picture.
  - **Social studies:** Identify the wonderful ... in the picture ...
- Life Skill...

Interesting Things on Aya's Trip



Complete using the words below:

Philae Temple - Valley of Kings - Pyramids

Pyramids

Giza

Cairo (Home)

3

1

Luxor

2

Aswan

Hatshepsut Temple

Philae Temple

Cities Aya will visit (in order)	Location "items of interest"
1. Aswan	....
2. Luxor	....
3. Giza	....

- **Parents' tips: Activity (4):** Help your child recognize the interesting sites that he/she wants to visit, then help him/her complete the table.
- **Aim:** Recognize that tourism is important to Egypt.
- **Subjects integration:**
  - **Social studies:** Identify the wonderful and beautiful tourist sites in different Egyptian regions.
  - **English:** Ask and answer questions about key details in the map.









Look, then tick (✓) the correct answer:









Questions	Yes	No
- Does Fayyum have waterfalls?		
- Does Fayyum have colorful houses?		
- Does the Nubian Village have waterfalls?		
- Does the Nubian Village have colorful houses?		



So,

Fayyum is unique in having ....

The Nubian Village is unique in having ....

- Parents' tips: Activity (1): Help your child compare between two cities to know what is unique about them.
- Aim: Identify unique aspects in pictures.
- Subjects Integration:
  - English: Participate in collaborative conversations with peers about unique places in each city
  - Social studies: Identify the cultural and environmental characteristics of specific places in Egypt
- Life Skills: Self-expression - Observation.

What is unique about this city?



Complete using the words below:

Pyramids - Bibliotheca Alexandrina - Waterfalls - Cairo Tower

Giza



....

Alexandria



....

Cairo



....

Fayyum



....

Note: Unique: Something that is unusual or different from other things.

- **Parents' tips: Activity (2):** Help your child complete by using the given words to know that there are unique places in Egypt that make it a great tourist country to visit.
- **Aim:** Search for cities and look for their unique characteristics.
- **Subjects integration:**
  - **Social studies:** Identify the unique places and beautiful sites in different Egyptian regions.
  - **English:** Participate in collaborative conversations with peers about what is unique in each city.
- **Life Skills:** Reading - Writing - Non-verbal communication skills - Observation.



Let's Try



Let's try the two sounds of "darbuka":

"Darbuka"







by hitting the "middle" of drum face with most of your right hand.



by hitting with the "tip of your fingers" of right hand on the edge of the drum.

Egypt is rich with its unique music.

- **Parents' tips: Activity (3):** Help your child learn that there is something else that makes cities unique like the type of music they listen, then let him/her try to practice playing on the darbuka.
- **Aim:** Learn traditional Egyptian rhythms.
- **Subjects integration:**
  - Music: • Distinguish between different rhythms.
    • Play on simple instruments ...
  - Social ...







First: Make a picture book for your trip.

Activity 1 Design a cover for your picture book.

....

Book's title

Author's name

....

(Write your name.)

Parents' tips: Activity (1): Help your child draw and design a cover for his/her picture book about the cities that he/she visited.

Aim: Design a book cover that represents an imaginary tour.

Subjects integration:

- English: Follow the written instructions.
- Art: Use various drawing and coloring tools to create art.



Second: Cities that you visited.

Activity 2 Look, then stick a picture for the second city you visited:



- **Parents' tips: Activity (2):** Help your child stick a picture about the city that he/she wants to visit write about its economic activity, tourist sites and unique things.
- **Aim:** Organize and determine the information to be used in writing.
- **Subjects integration:**
  - **English:** Follow the written instructions.
  - **Art:** Use various drawing and colori

Third: Write the story of your trip.



Read, then complete the story of your trip:

First, I went to Aswan. I visited "Philae Temple" which is one of the most famous tourist sites.

Aswan is unique by its "colorful houses". Its most famous economic activity is "the pottery".

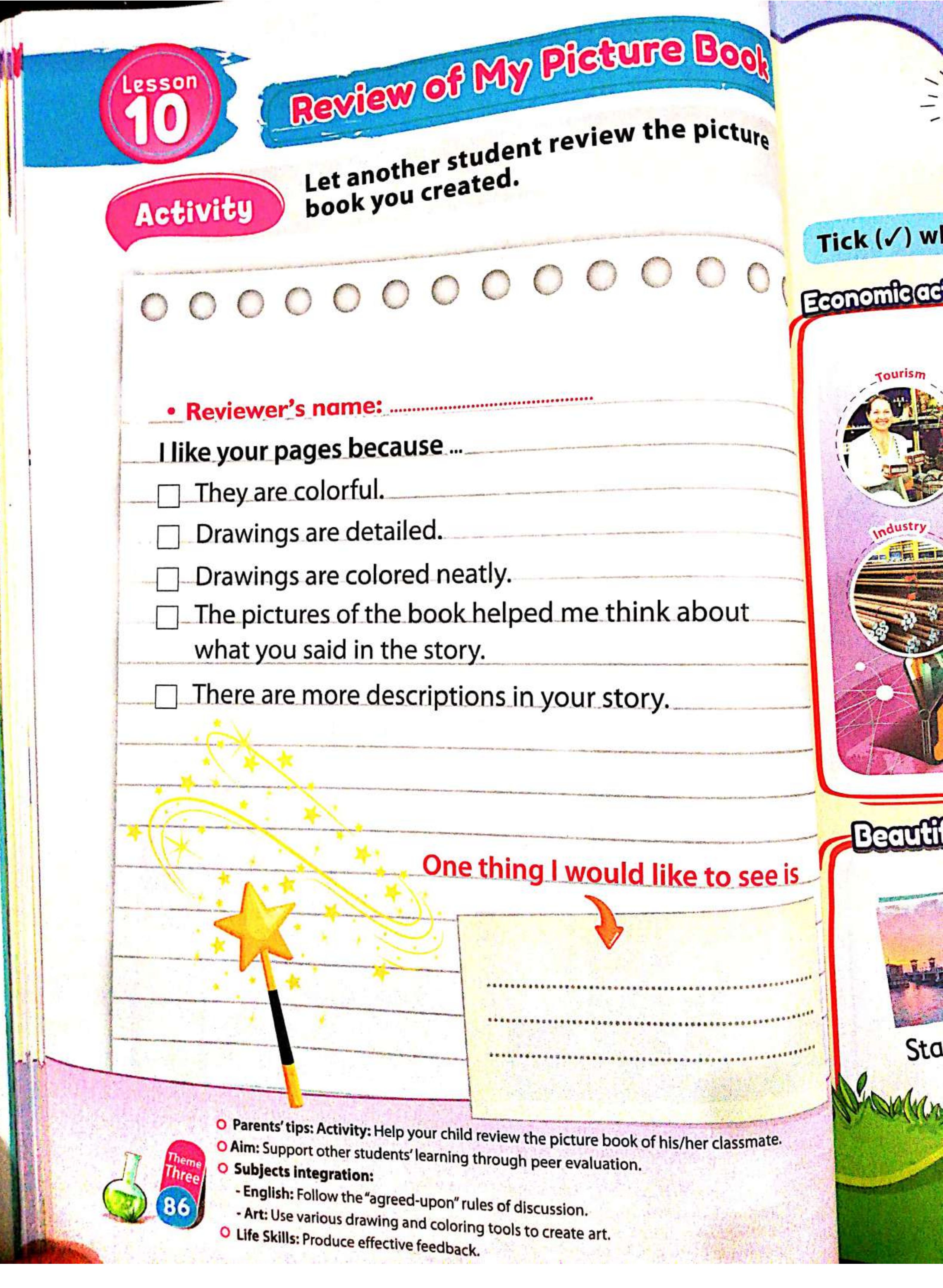
Second, I went to .... I visited .... which is one of the famous tourist sites. .... is unique by having ....



Its most famous economic activity is ....



- **Parents' tips: Activity (3):** Help your child write a story about his/her imaginary trip.
- **Aim:** Compose writing using information from research.
- **Subjects Integration:**
  - **English:** - Read, recognize and understand the purpose of the text.
    - Write complete sentences.
  - **Social studies:** Identify the cultural and environmental characteristics of some Egyptian regions.
- **Life Skills:** Segment goals into specific steps - Define relationships between different objects.



Lesson 10

Review of My Picture Book

Activity Let another student review the picture book you created.

- **Reviewer's name:** ....

I like your pages because ...

- [ ] They are colorful.
- [ ] Drawings are detailed.
- [ ] Drawings are colored neatly.
- [ ] The pictures of the book helped me think about what you said in the story.
- [ ] There are more descriptions in your story.

One thing I would like to see is

....

....

....

- **Parents' tips: Activity:** Help your child review the picture book of his/her classmate.
- **Aim:** Support other students' learning through peer evaluation.
- **Subjects integration:**
  - **English:** Follow the "agreed-upon" rules of discussion.
  - **Art:** Use various drawing and coloring tools to create art.
- **Life Skills:** Produce effective feedback.

Tick (✓) wh

Economic act

Tourism

Industry

Beautif

Sta



I learned

Tick (✓) what you learned:

Economic activities in Egypt

Unique things in the city.

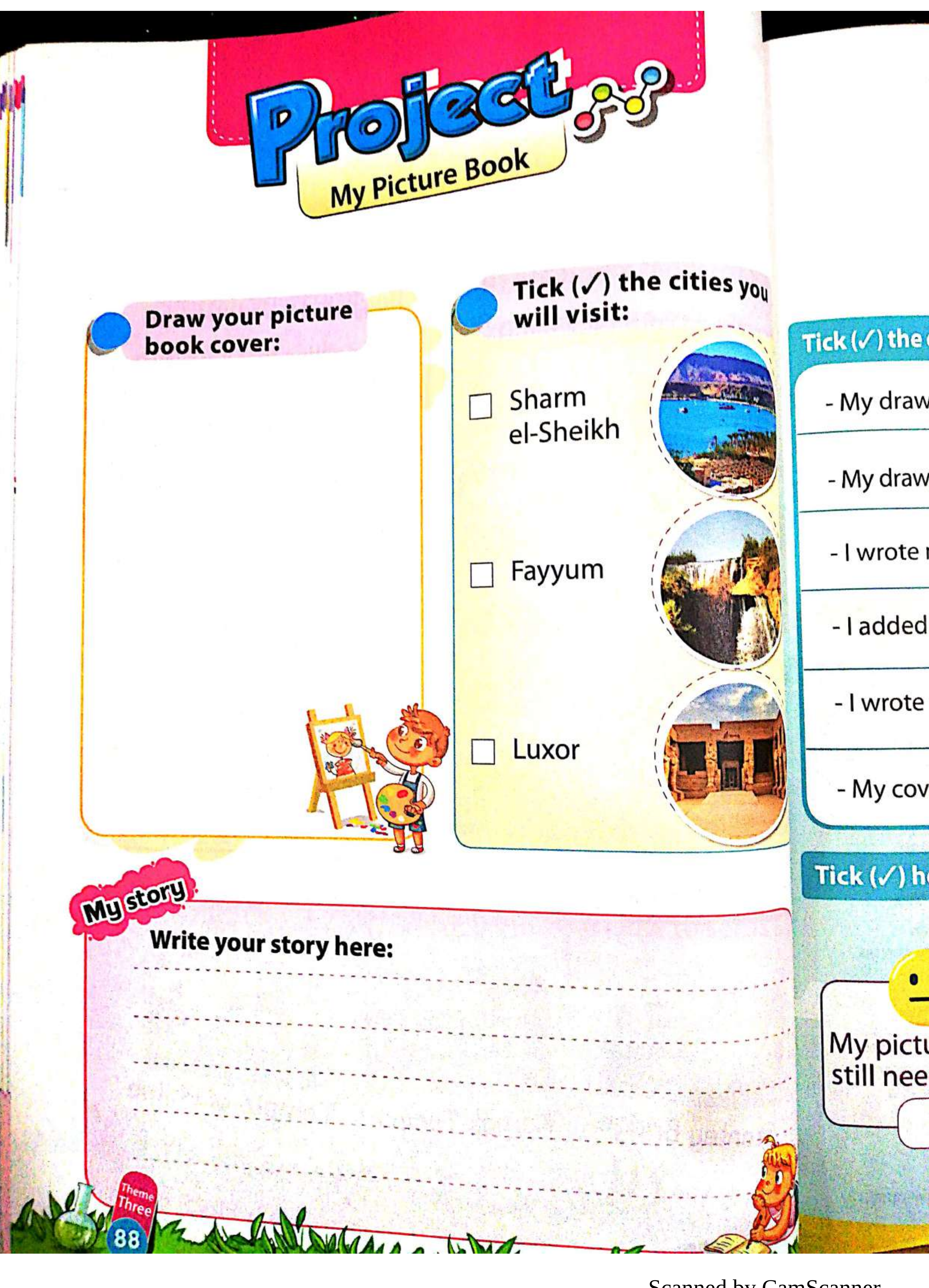
Something that is unusual or different from other things.

e.g. Waterfalls (Fayyum) | Colorful Houses (Nubian Village)

Making a Picture Book

Beautiful sites

Stanley Bridge | Karnak Temple | Temple of Philae



Project

My Picture Book

Draw your picture book cover:

Tick (✓) the cities you will visit:

- ☐ Sharm el-Sheikh
- ☐ Fayyum
- ☐ Luxor

My story

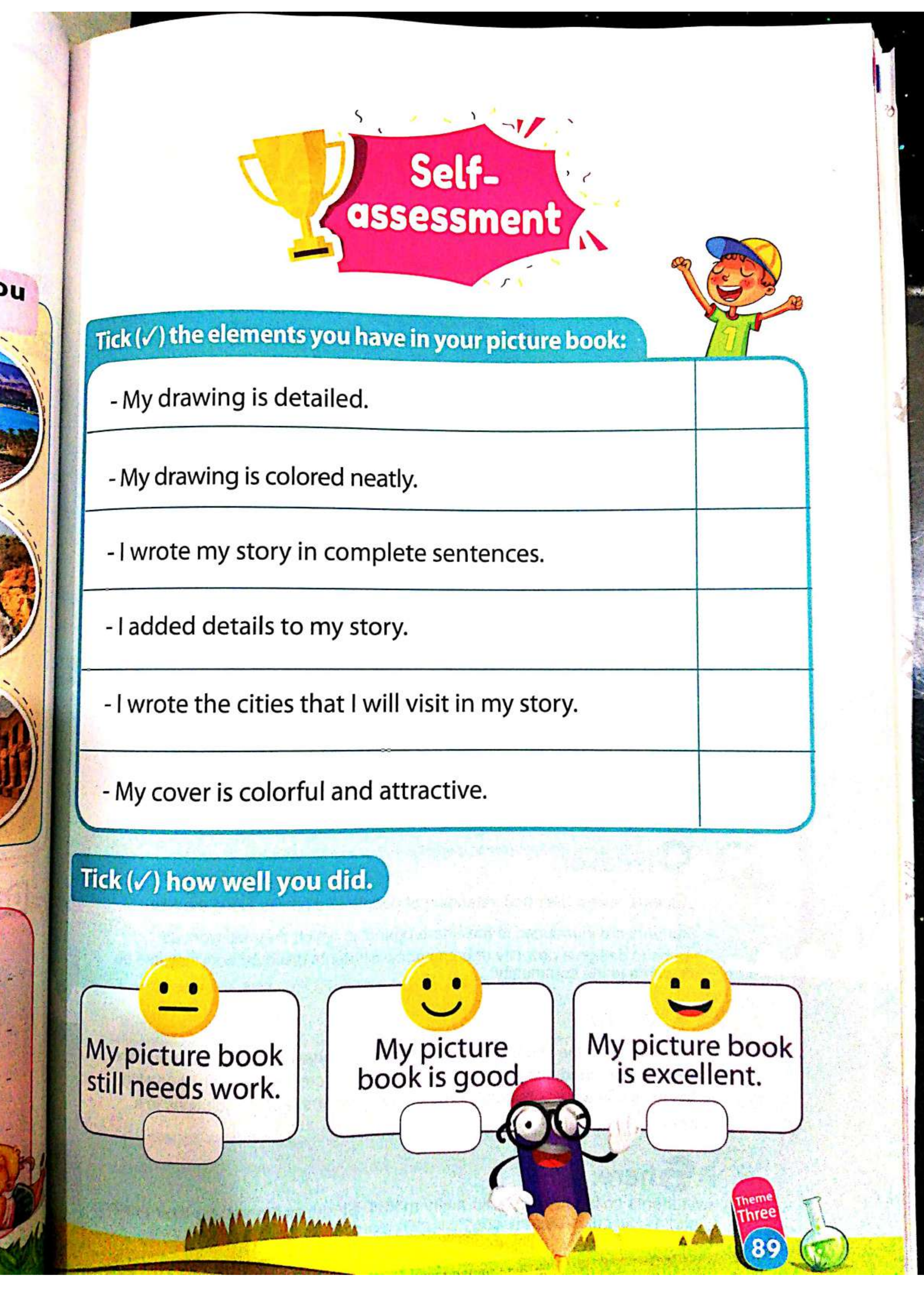
Write your story here:

Tick (✓) the

- My draw
- My draw
- I wrote
- I added
- I wrote
- My cov

Tick (✓) h

My pictu
still nee



Self-assessment

Tick (✓) the elements you have in your picture book:

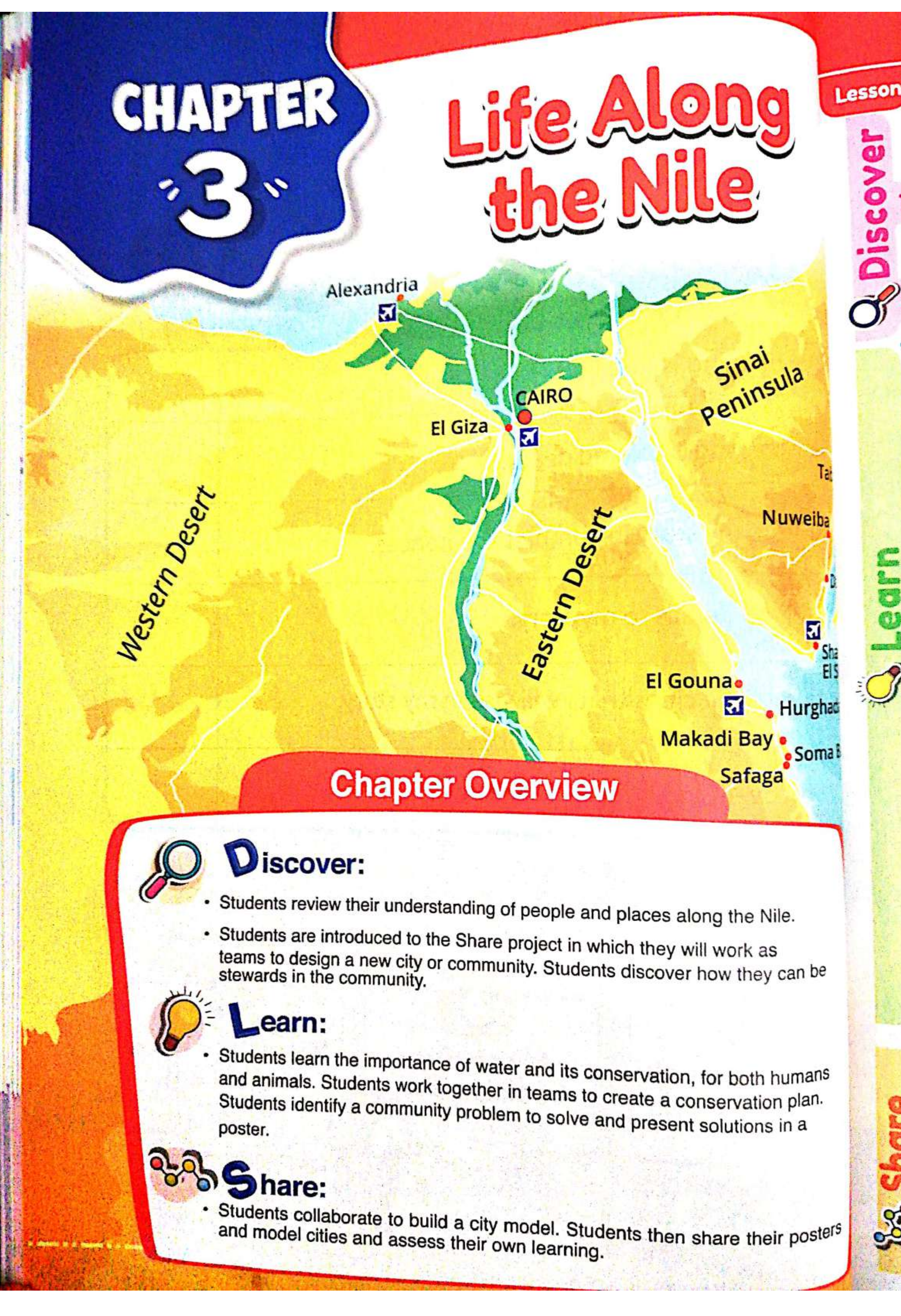
- My drawing is detailed.	
- My drawing is colored neatly.	
- I wrote my story in complete sentences.	
- I added details to my story.	
- I wrote the cities that I will visit in my story.	
- My cover is colorful and attractive.	

Tick (✓) how well you did.

My picture book still needs work. ☐

My picture book is good. ☐

My picture book is excellent. ☐



Life Along the Nile

Chapter Overview

Discover:

- Students review their understanding of people and places along the Nile.
- Students are introduced to the Share project in which they will work as teams to design a new city or community. Students discover how they can be stewards in the community.

Learn:

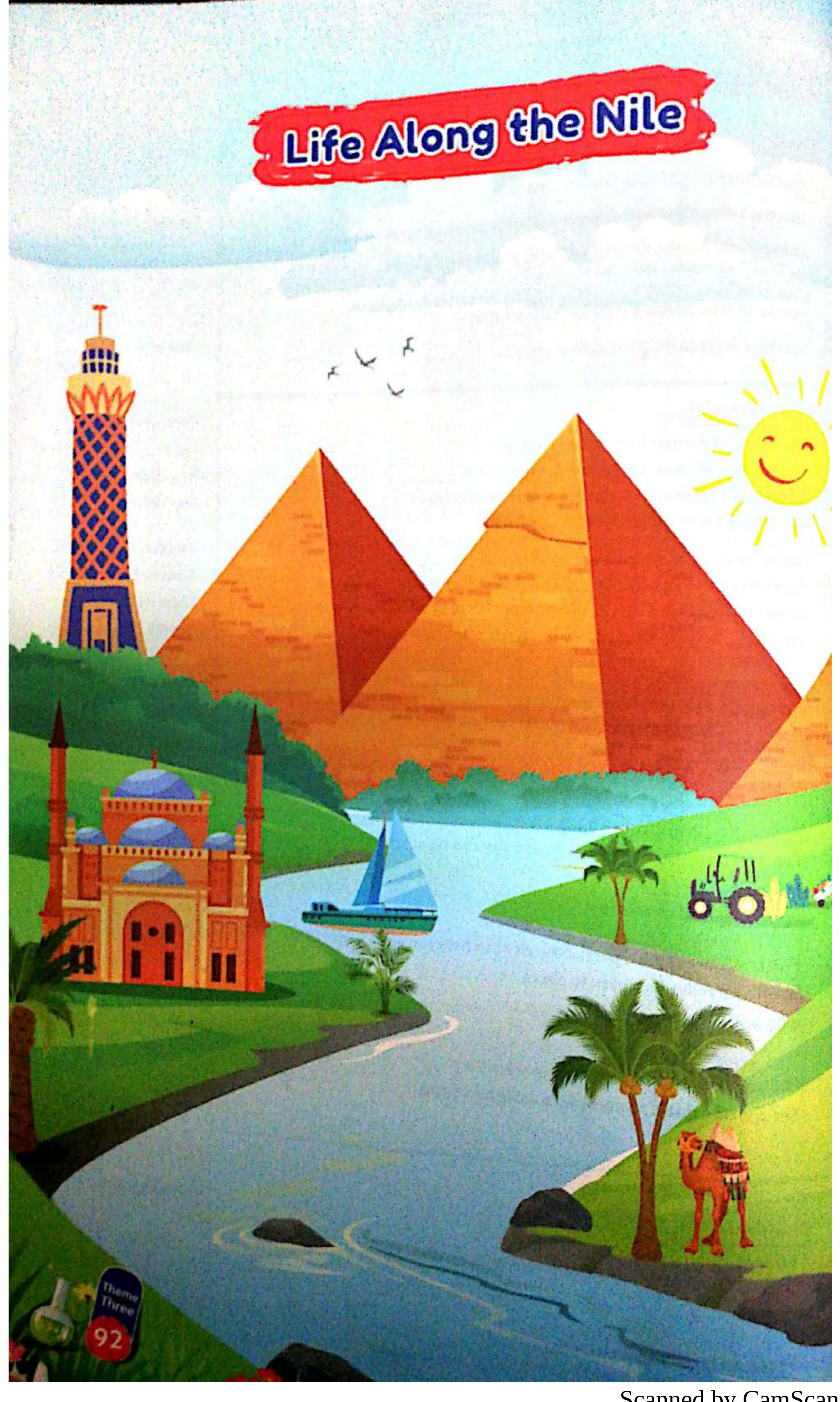
- Students learn the importance of water and its conservation, for both humans and animals. Students work together in teams to create a conservation plan. Students identify a community problem to solve and present solutions in a poster.

Share:

- Students collaborate to build a city model. Students then share their posters and model cities and assess their own learning.

Pacing Guide

Lesson	Instructional Focus	Key vocabulary
Discover 1	**Students will:** - Review learning in How the World Works. - Discuss similarities and differences using photographic evidence. - Identify and accept diversity among people and places.	- Diverse.
2	- Brainstorm important components of cities. - Imagine ways to help the community.	- Steward.
Learn 3	**Students will:** - Identify and discuss local water sources. - Describe how people and animals use water. - Enumerate sources of water for people and animals. - Experiment with water filtration.	- Continents. - Cycle. - Irrigation. - Replenish.
4	- Discover what an aquatic biologist does. - Investigate the aquatic ecosystem of the Nile River. - Develop an understanding of the importance of good water quality. - Devise a plan to help keep local water sources clean.	- Aquatic. - Aquatic biologist. - Ecosystem. - Reptile.
5	- Determine a pattern from chart data. - Identify ways to conserve water and energy.	- Converse. - Natural resources.
6	- Design a plan for a model city. - Consider how the different parts of a city can be arranged.	- Draft - Improvements. - Services.
7	- Plan how the assigned part of the city can help conserve water or electricity. - Provide effective feedback to peers.	- Data.
8	- Utilize peer feedback to improve writing. - Set specific goals to complete assigned tasks.	- Model.
Share 9	**Students will:** - Cooperate to build a model city. - Reflect upon communication and cooperation skills.	- Cooperation.
10	- Present Share project as a team. - Assess own learning and contribution as a team member.	- Self-assessment.


Life Along the Nile



Back Home



"There are a lot of different cities along the Nile."

Activity 1 Read & tick (✓) to describe the city you live in:

- **What is the size of your city?**

Small



Large

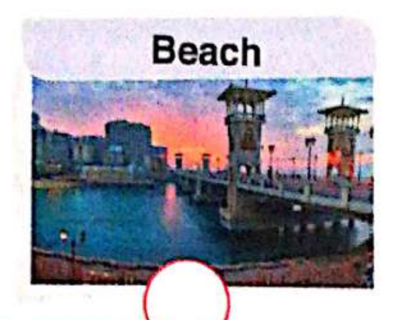


- **Where does your city lie?**

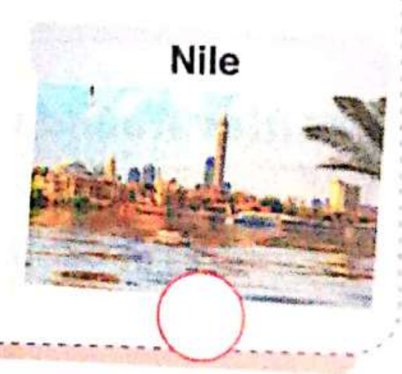
Desert



Beach



Nile



- **What do the people in your city wear?**





Differences in cities, cultures and people are called "Diversity".

- **Parents' tips: Activity (1):** Assist your child to describe the city he/she lives in, then help him/her understand what the word "diversity" means.
- **Aim:** Discuss similarities and differences between us.
- **Subjects integration:**
  - **English:** Answer questions to describe your city.
  - **Social studies:** Identify the diversity between cities, cultures and people.
- **Life Skills:** Respect multiple and diverse perspectives to broaden and deepen understanding.



Vocabulary



Activity 2 Look, then answer:



Vocabulary word: Diverse



1. Cities around the world are ....
   - ◯ different
   - ◯ similar
2. Cultures of people are ....
   - ◯ different
   - ◯ similar
3. All living organisms are ....
   - ◯ different
   - ◯ similar

Definition

Diverse is the "differences" in cities, cultures, animals and people.

- Now, use the word "**Diverse**" (adjective) in a sentence.

....

....

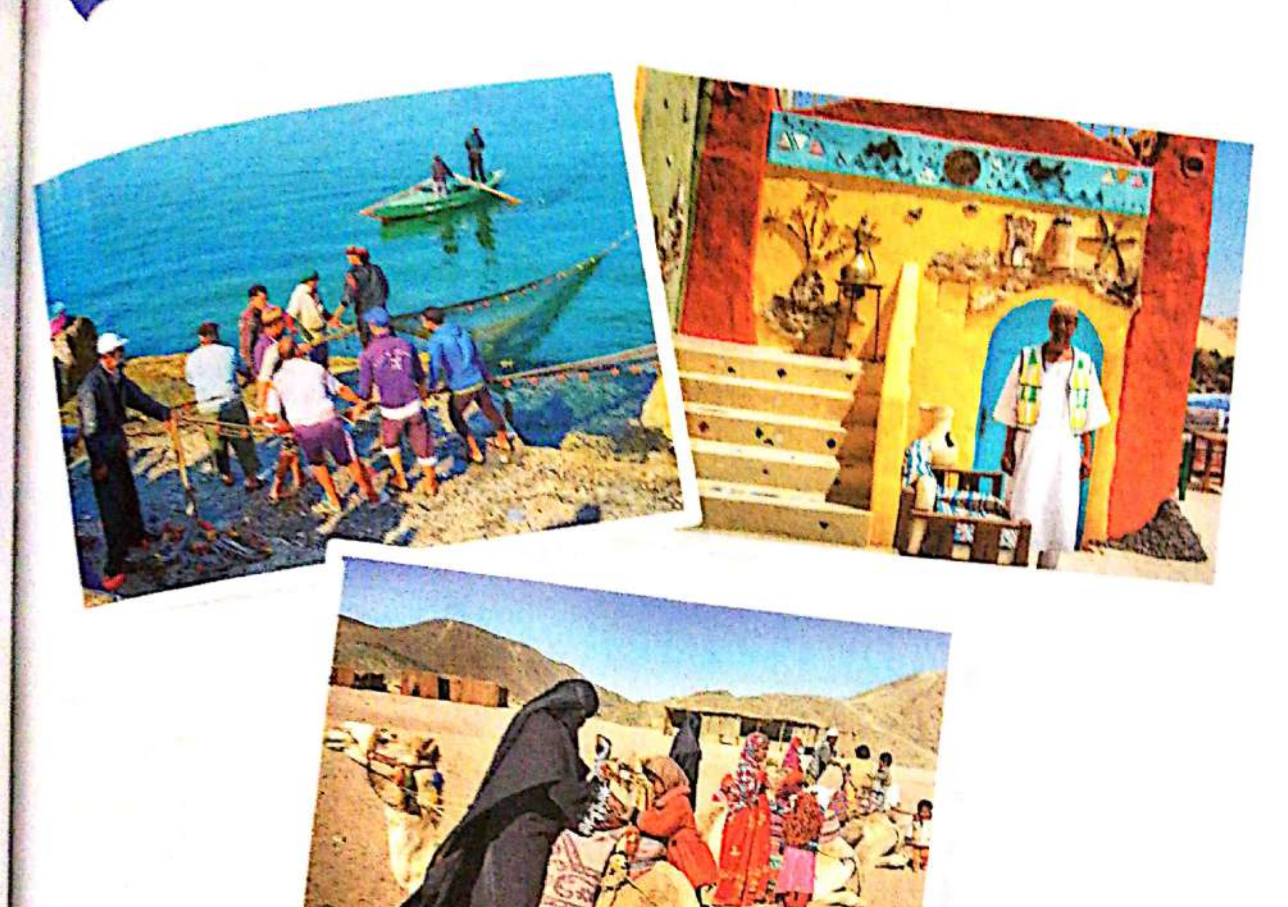
- **Parents' tips: Activity (2):** Help your child define the word "Diverse" by answering the given questions, then help him/her put the word in a correct sentence.
- **Aim:** Identify and accept diversity among people and places.
- **Subjects integration:**
  - English:
    - Define words and phrases.
    - Write complete sentences.
  - Social studies: Identify the cultural charact...
- **Life Skills:** ...





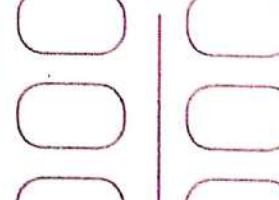


Look at the pictures, then answer:



Tick (✓) the correct answer:

Questions	Yes	No
- Are the cities similar?		
- Are the people similar?		
- Do they celebrate the same way?		



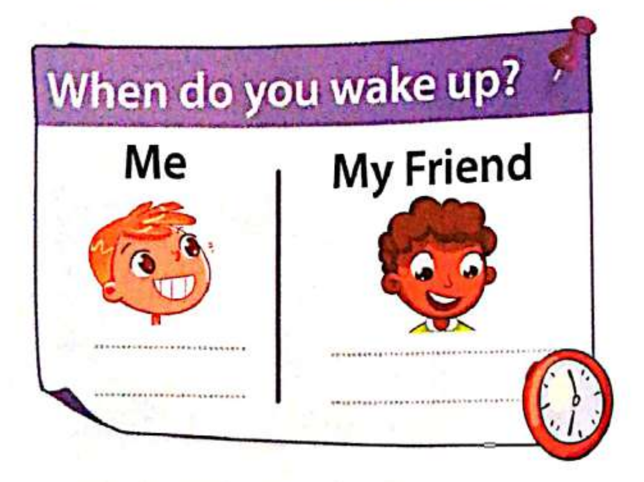
- **Parents' tips: Activity (3):** Help your child look at the pictures and understand the differences between cities, then let him/her answer the questions.
- **Aim:** Identify and accept diversity among people and places.
- **Subjects integration:**
  - **English:** Ask and answer questions about key details in the picture.
  - **Social studies:** Identify the cultural characteristics of various regions.
- **Life Skills:** Respect diverse perspectives to broaden and deepen understanding - Observation.



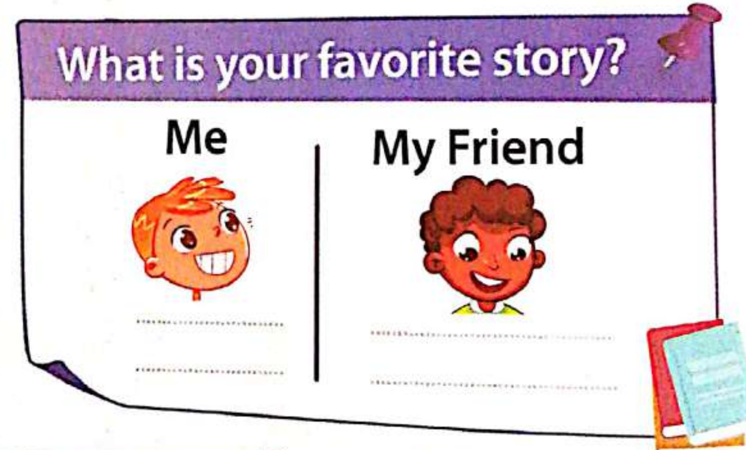
Celebrating Differences



Choose a friend, then answer the questions on the cards below together:











We all think differently.

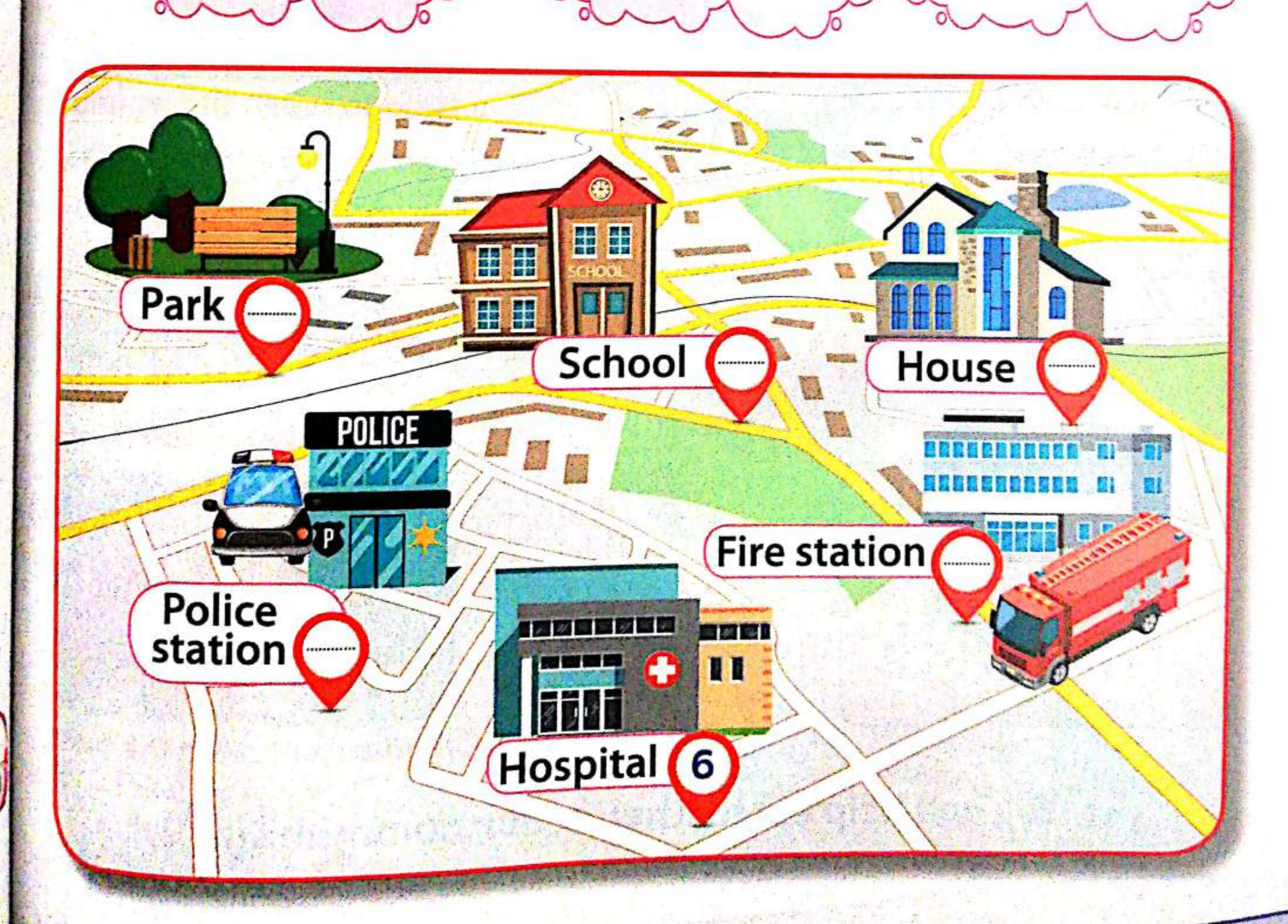
- **Parents' tips: Activity (4):** Let your child cooperate with one of his/her friends to complete this activity, so he/she could understand that we differ from each other.
- **Aim:** Identify and accept diversity among people.
- **Subjects integration:**
  - **English:** Write complete sentences.
  - Social studi...

Lesson 2

Ideas for A City

Activity 1 Look at the map, then write the number of each sentence in its location:

1. We need it to play.
2. We need it to stay safe.
3. We need it to live in.
4. We need it to put out fires.
5. We need it to learn.
6. We need it when we are sick.



Helping Others

Activity 2 Match to show how you can help others:




Give clothes




Help to clean his wou




Feed poor people




Organize and clean the cl

"We can help each other in our community."

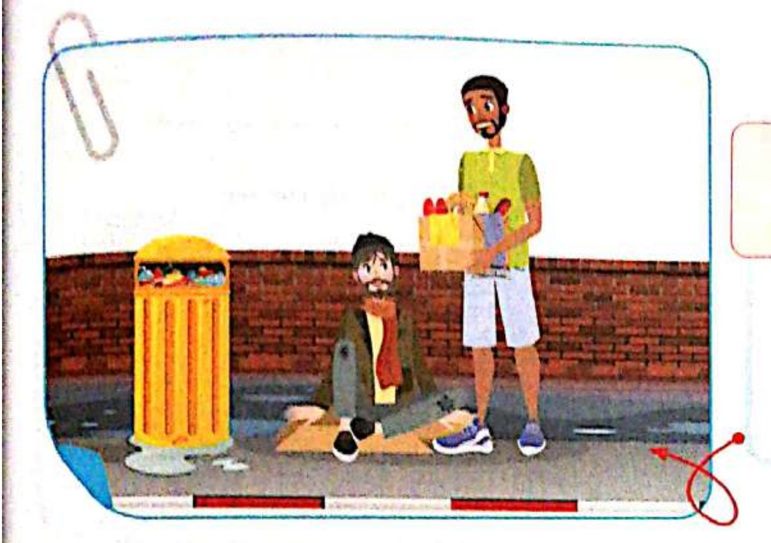
- **Parents' tips: Activity (2):** Assist your child to understand the pictures, then help him/her match between the people in need with how we can help them, as we must help each other in the community.
- **Aim:** Imagine ways to help the community.
- **Subjects Integration:**
  - **English:** Read and comprehend an informational text.
  - **Social studies:** identify the ways in which citi
- **Life Skills:** Demon







Look at the pictures, then tick (✓) how to be a good steward to help your community:



To help him, you will ....

- ◯ give him food
- ◯ play with him

To help him, you will ....

- ◯ take him to the doctor
- ◯ leave him alone



Questions

Are you a good steward when you help people?

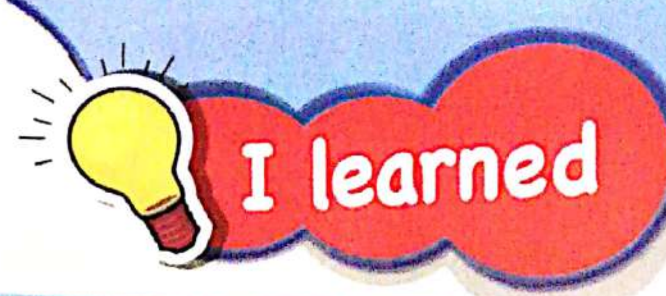
◯ Yes ◯ No



To be a "good steward" you must make a change to help others.

- **Parents' tips: Activity (3):** Assist your child to remember what the word " Good Steward" means, then help him/ her look at the pictures and answer the questions.
- **Aim:** Identify ways to help others in the community.
- **Subjects Integration:**
  - **English:** Read and comprehend an informational text.
  - **Social studies:** Identify ways in which citizens can volunteer to solve problems in their communities.
- **Life Skills:** Demonstrate empathy in communicating with others.





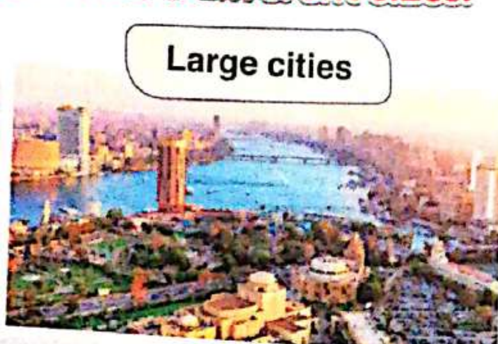
I learned



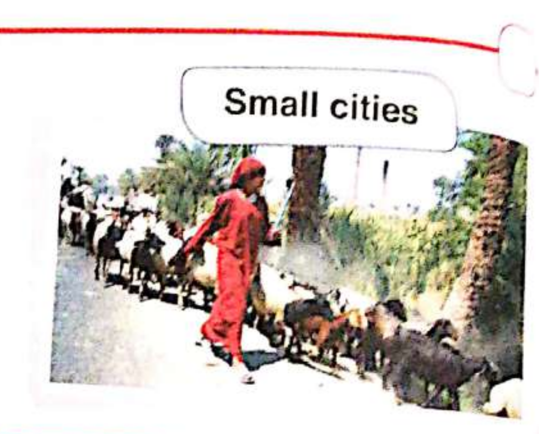
Tick (✓) what you learned:

Cities have different sizes:

Large cities



Small cities



We must help others.

Cities, cultures, animals & humans are "Diverse".

There are things we need in our city:

HOSPITAL

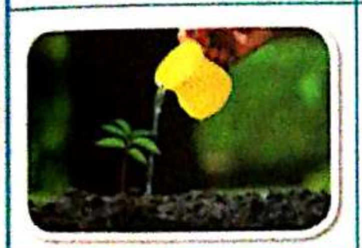
POLICE



Water, Water, Water



Tick (✓) the importance of water in our life:

	Living organisms need water to live.	☐
	We need water to plant.	☐
	We need water to play with.	☐
	We use water in our daily life (cook, drink, ...).	☐

"Water is an essential part in our life."

- **Parents' tips: Activity (1):** Help your child know the importance of water in our life, then let him/her tick how we can conserve water and that we shouldn't use it in playing games.
- **Aim:** Describe how people and animals use water.
- **Subjects integration:**
  - **English:** Read and comprehend an informational text.
  - **Social studies:** Describe ways in which individuals and groups use and consume water.
- **Life Skills:**



- **Parents' tips: Activity (2):** Assist your child to look at the picture and identify the different natural sources of water, then help him/her circle the source of water in his/her city.
- **Aim:** Identify local water sources.
- **Subjects integration:**
  - **Science:** Identify different sources of water.
  - **Social studies:** Identify the different sources of water.
- **Life Skills:** Observation.

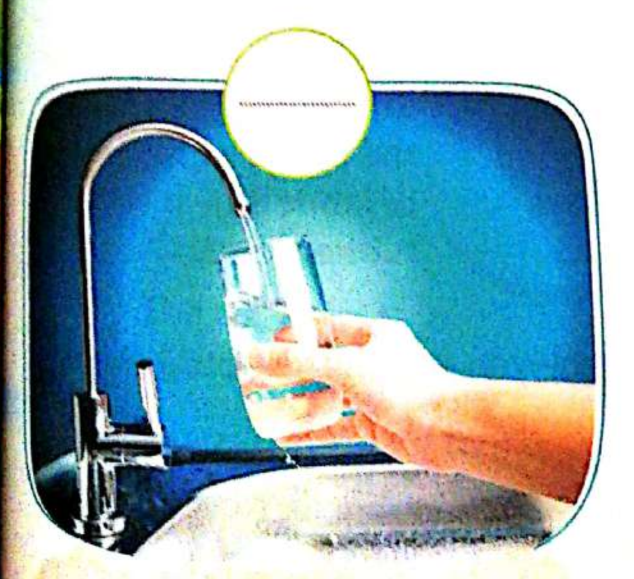
Activity 3 Arrange the following steps (1- 4) to know where water comes from:



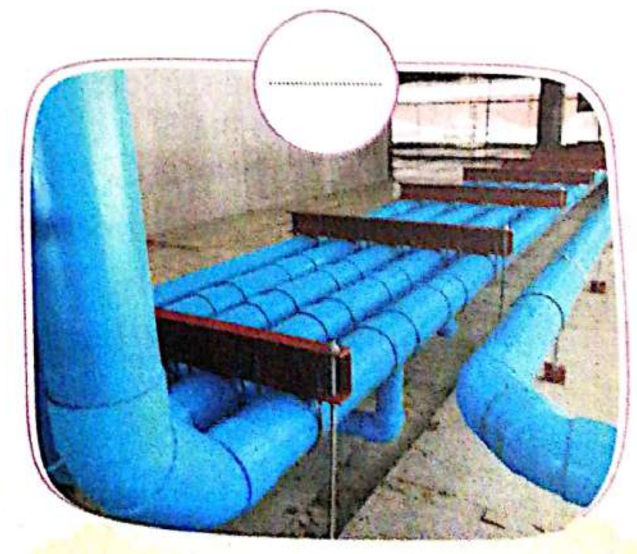
Rains fall from the sky to the river.



Water goes from the river to the filtration station.

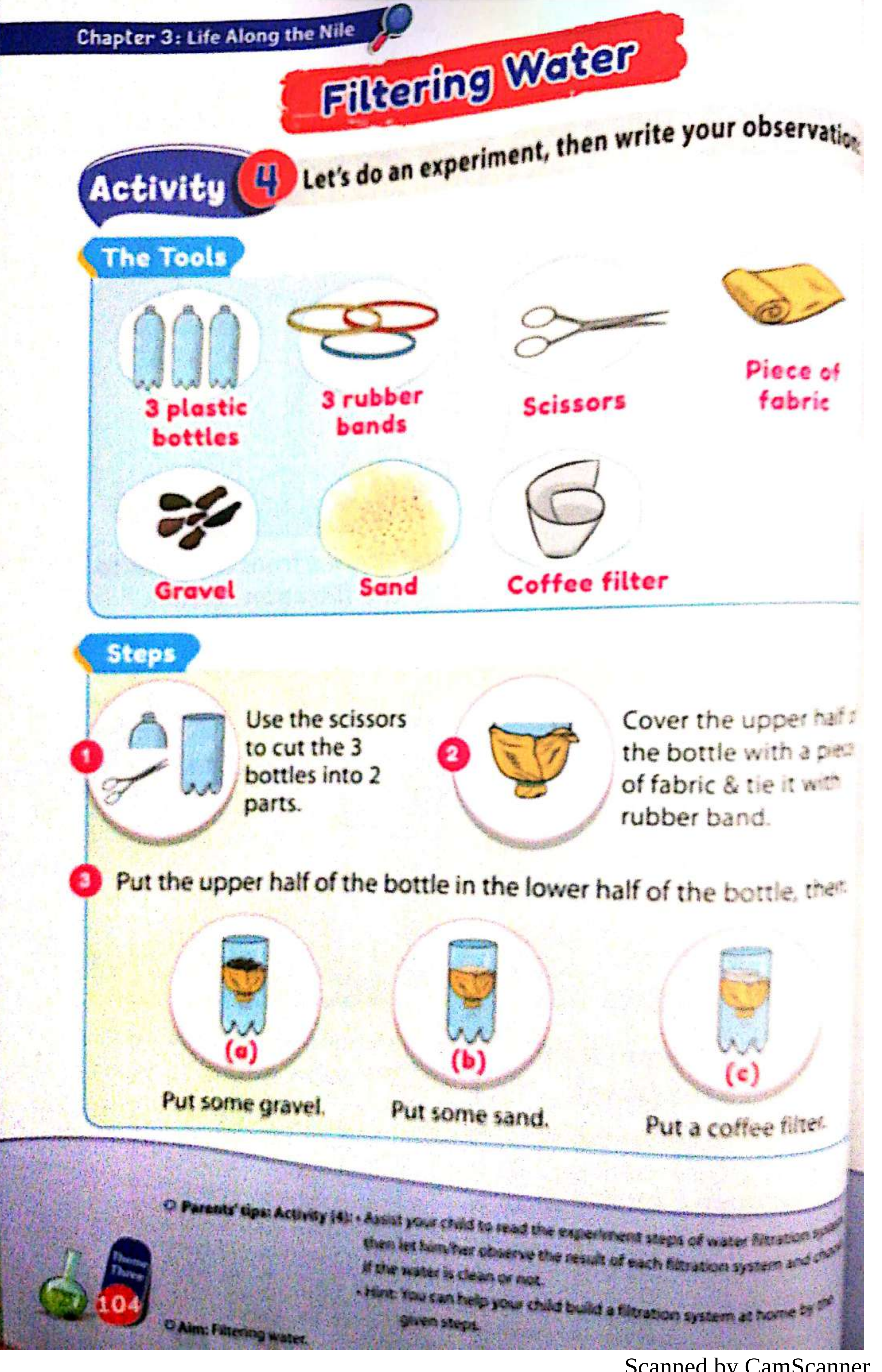


Clean water comes from pipes to the faucet.



Clean water goes from filtration station to pipes.

- **Parents' tips: Activity (3):** Assist your child to read the steps, and discuss with him/her how we get water starting from its source till it reaches our homes, then help him/her arrange them in the correct order.
- **Aim:** Identify how water reaches our homes.
- **Subjects integration:**
  - **English:** Read and understand texts.
  - **Science:** Identify how water moves from its source to our homes.
- **Life Skills:** Observation - Define relationships between different objects.



Filtering Water

Activity 4 Let's do an experiment, then write your observation

The Tools

Steps

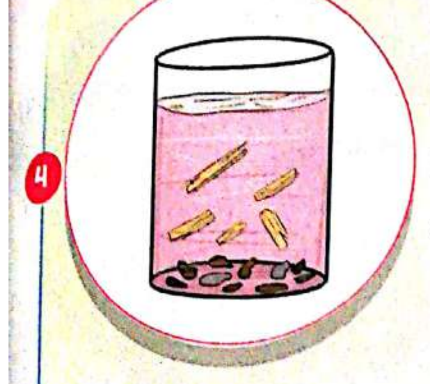
1. Use the scissors to cut the 3 bottles into 2 parts.
2. Cover the upper half of the bottle with a piece of fabric & tie it with rubber band.
3. Put the upper half of the bottle in the lower half of the bottle, then

(a) Put some gravel.

(b) Put some sand.

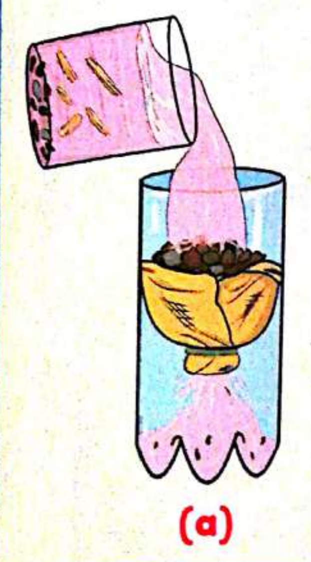
(c) Put a coffee filter.

- Parents' tips: Activity (4): • Assist your child to read the experiment steps of water filtration system then let him/her observe the result of each filtration system and check if the water is clean or not.
  • Hint: You can help your child build a filtration system at home by the given steps.
- Aim: Filtering water.

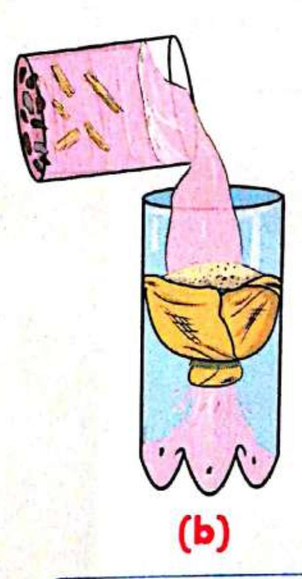


4 Prepare "dirty water" solution...
Dirt + food coloring + tiny rocks + little pieces of sticks + small floating objects + water

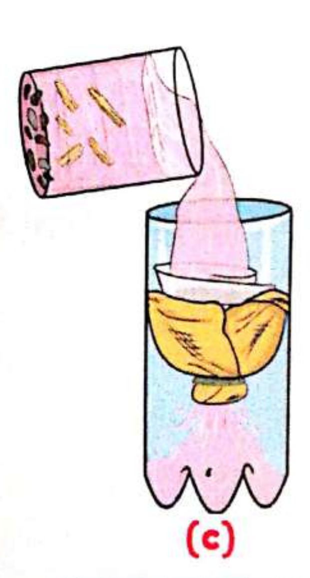
5 Finally,
Slowly pour the dirty water into the 3 filtration systems:



(a)



(b)



(c)

- **Observation (a)**: The water is (clean - not clean)
- **Observation (b)**: The water is (clean - not clean)
- **Observation (c)**: The water is (clean - not clean)

- **Did any filtration system remove the color?**

 Yes.  No.

Conclusion

- **Not everything gets filtered out.**
  (example: Colors, chemical pollutants & some bacteria)

Subjects integration:
- **English:** Ask and answer questions about the experiment.
- **Science:** Do an experiment and write your observation.

Life Skills: Define relationships between different objects - Provide effective feedback.

Lesson 4

A Visitor at School

Activity 1 Read, then answer:

1

Hi, I'm Ted, an "Aquatic Biologist"...
I am interested in learning everything about aquatic (water) environment.

2 River Nile is the home to many kinds of living organisms such as:

Soft-shelled turtle

It is a huge, shy reptile and it doesn't bite.

Crocodile

It is a reptile. It eats fish, birds, frogs and other animals.

Egyptian goose



Scanned by CamScanner

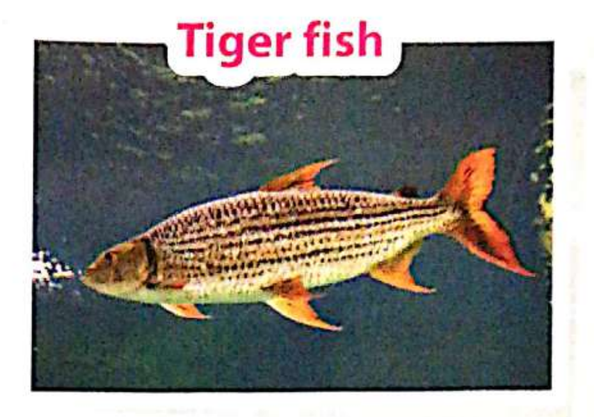


3 Some fish are tiny, while others are very big.

Nile perch



Tiger fish



Cat-fish



Spiny eel



It is a fish, but it looks like a snake.

Questions

Complete using the words below:

(Soft-shelled turtle - Aquatic biologist - snake)

1. .... is interested to know everything about aquatic environment.
2. Spiny eel is a fish, but it looks like a ....
3. .... is huge & shy.

- **Subjects integration:**
  - **English:** Ask and answer questions about key details in the text.
  - **Science:** Identify the living organisms which live in the Nile River and the person interested in studying them.



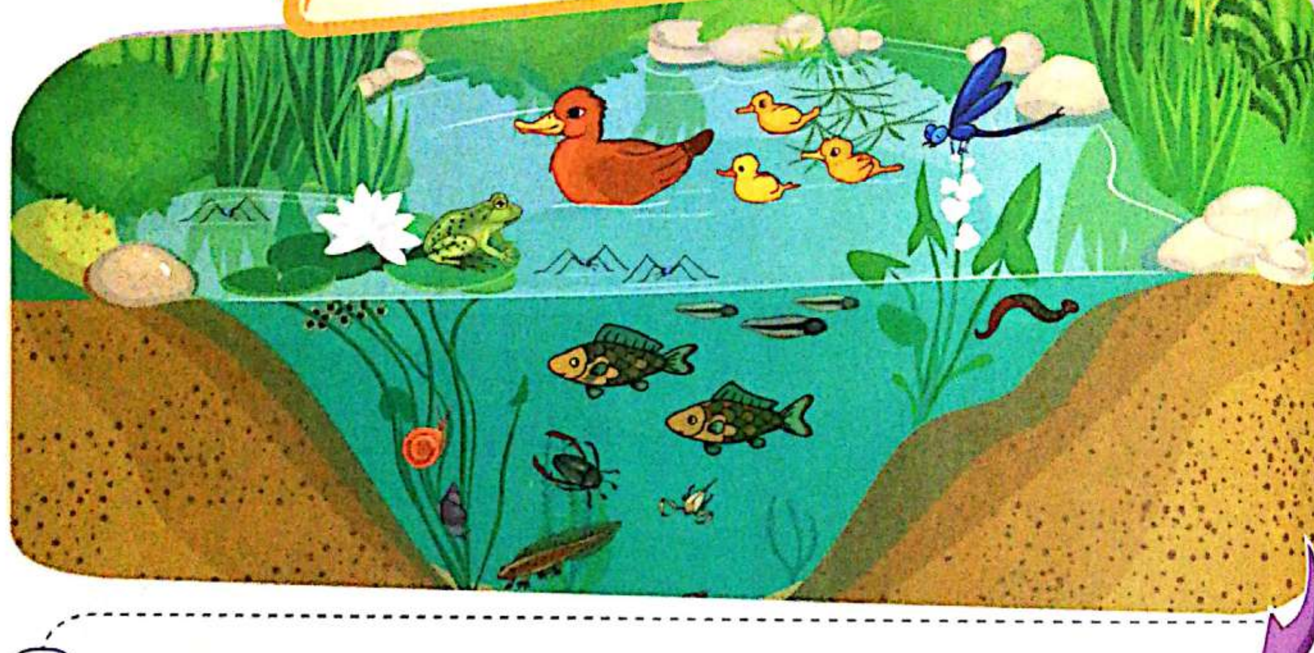




Vocabulary

Activity 2 Look, then answer:

Vocabulary word: Aquatic



1. All fish belong to ....
   - ◯ water life
   - ◯ agricultural life

2. All organisms that live in water are called ....
   - ◯ aquatic
   - ◯ birds



Definition

Aquatic is anything relating or being in water life.

- Now, use the word "**Aquatic**" (noun) in a sentence.

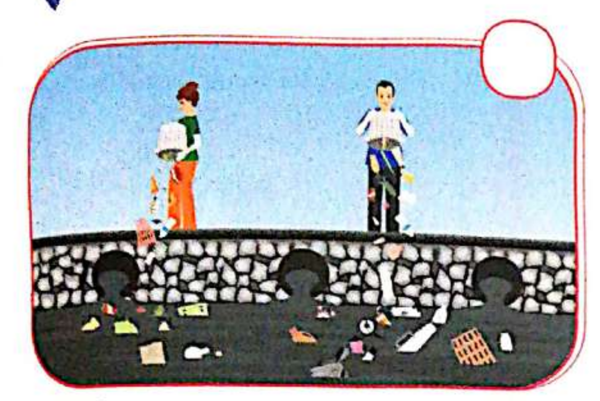
....

- Parents' tips: Activity (2): Help your child define the word "Aquatic" by answering the given questions, then help him/her put the word in a correct sentence.
- Aim: Define and use new vocabulary in a sentence.
- Subjects integration:



My Clean Water Plan

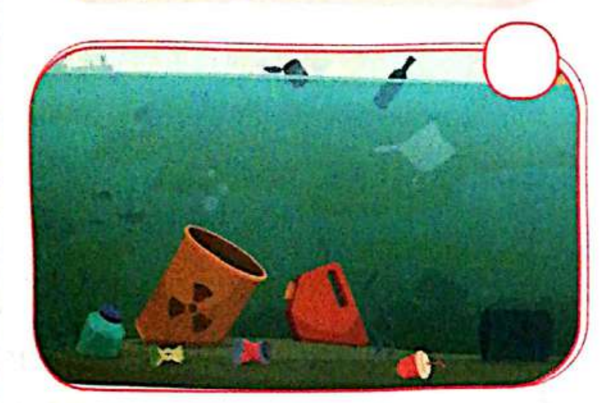
Activity 3 Tick (✓) how you can keep water clean:



Throw wastes in water.



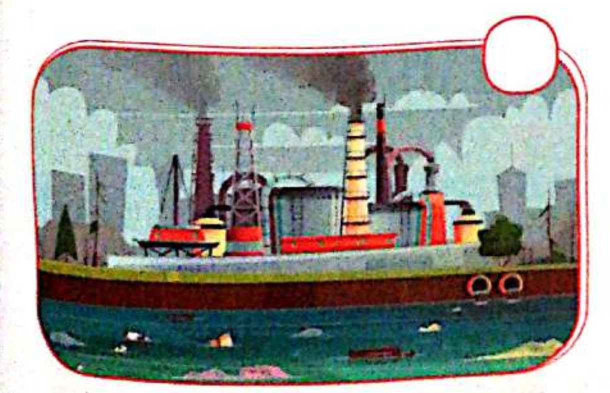
Do not flush anything in a toilet.



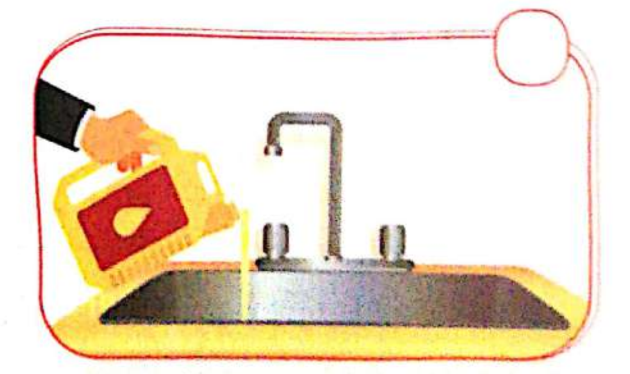
Dispose of chemicals in water.



Clean up trash in river.



Get rid of industrial wastes in water.



Throw oils in the sinks.

- **Parents' tips: Activity (3):** Help your child identify the correct actions that help us keep the water clean.
- **Aim:** Identify how to keep the local sources of water clean.
- **Subjects integration:**
  - **English:** Read and comprehend an informational text.
  - **Science:** Identify the correct actions to keep water clean.

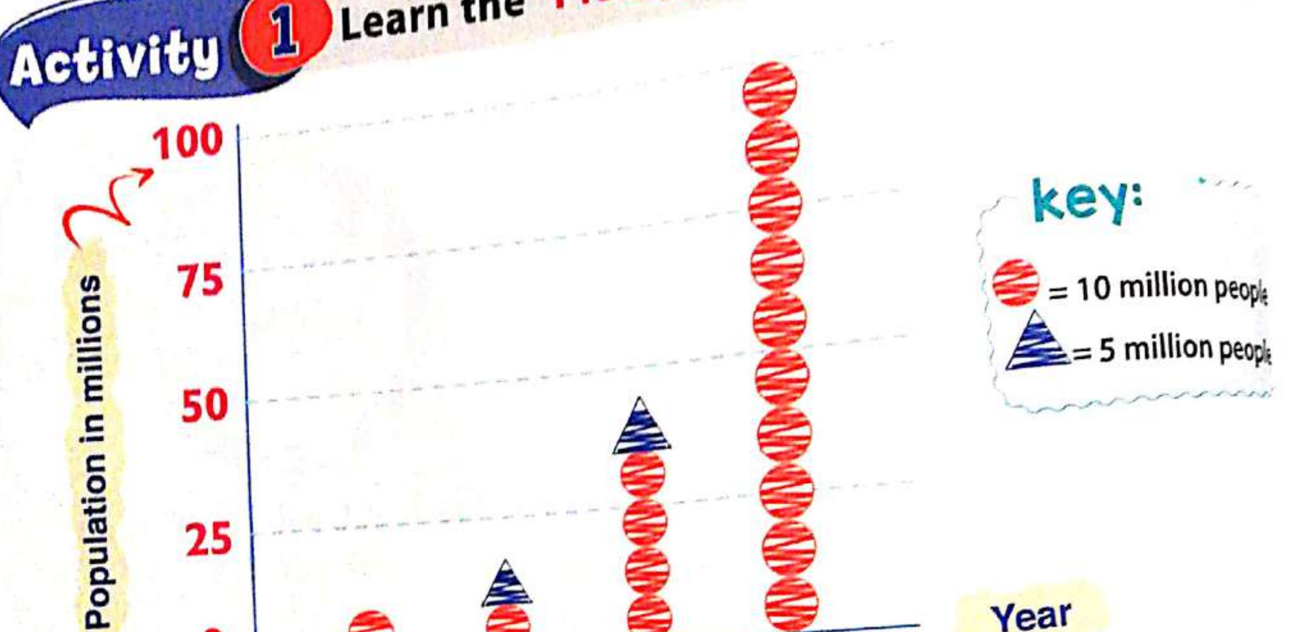




Egypt is Growing



Activity 1 Learn the "Pictograph" below, then answer:



Determine the population of each year

Year	Population in millions
1900	● = 10 million
1940	● + ▲ 10 + 5 = 15 million
1980	● + ● + ● + ● + ▲ 10 + 10 + 10 + 10 + 5 = ... million
2020	● + ● + ● + ● + ● + ● + ● + ● + ● + ● ...... + ... + ... + ... + ... + ... + ... + ... = ... million

- The smallest population is in .... & the largest is in ....
- The population is getting .... (smaller - bigger).

○ **Parents' tips: Activity (1):** Assist your child to understand the shown "Pictograph" and the given key, where each shape in the key represents a certain number of population, then help him/her to calculate the number of population of Egypt in the shown years as shown in the table.

○ **Aim:** Determine a pattern from chart data.

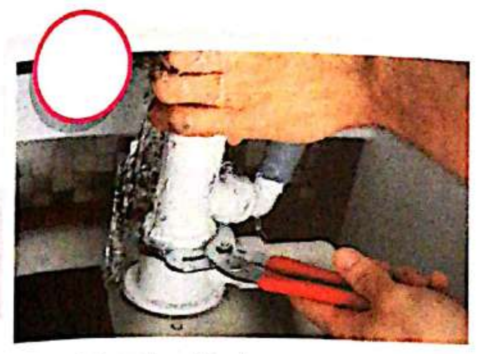
○ **Subjects Integration:**
- Math: Understand the data presented on a pictograph.
- Social studies: ...



Taking Action



Draw 🙂 for the good actions & ☹️ for the bad actions to conserve water:



Fix the leaky pipes.



Turn the faucet Off, while brushing your teeth.

How to conserve water



Use too much water while washing cars.



Keep the water running while washing dishes.



Keep the faucet On while brushing your teeth.



Fill the sink with water to wash dishes.

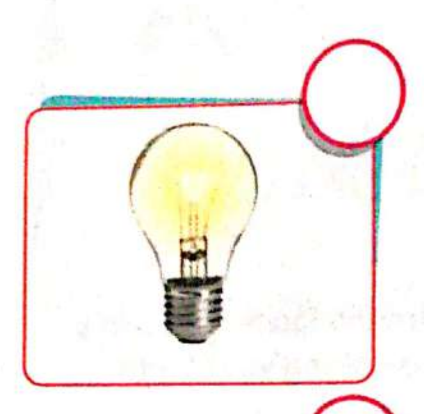
- **Parents' tips: Activity (2):** Assist your child to look at the pictures, then help him/her identify how we can conserve water by drawing a smiley face on the correct actions and a sad face on the bad actions.
- **Aim:** Identify ways to conserve water.
- **Subjects integration:**
  - **English:** Read and comprehend an informational text.
  - **Economics and applied science:** Identify practices of conserving resources.
  - **Social studies:** Describe ways in which individuals and groups use and consume water.
- **Life Skills:** Define relationships between different objects.



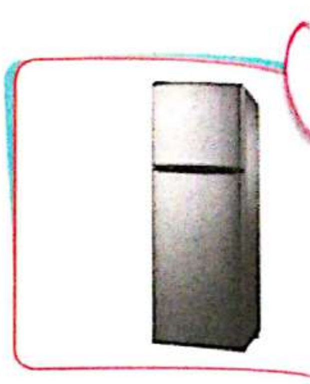
Using Electricity at Home



Tick (✓) the things that need electricity to work in our homes:



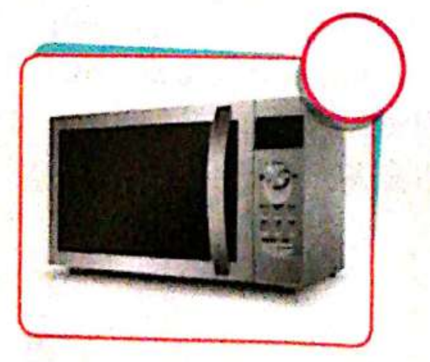


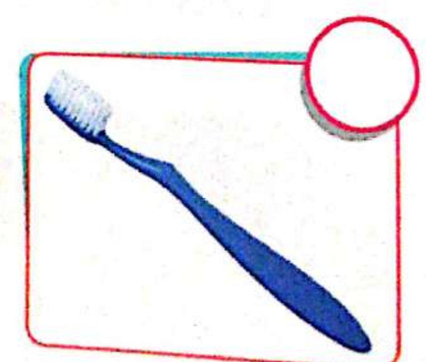














"Electricity is a form of energy."

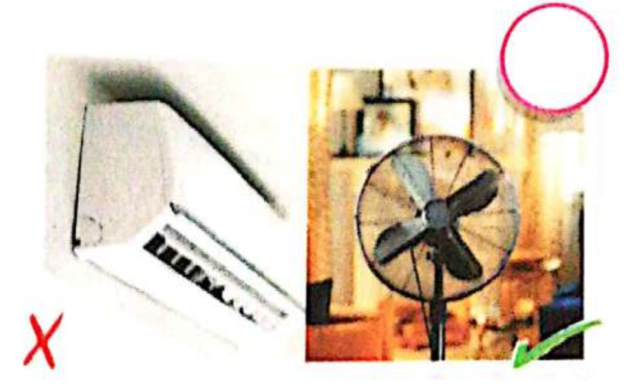
- **Parents' tips: Activity (3):** Help your child look at the pictures, then choose the things that need electricity to work in our homes, and let him/her know that electricity is a form of energy.
- **Aim:** Identify electricity as a form of energy.
- **Subjects Integration:**
  - **English:** Ask and answer questions about the tools that need electricity to work in your home.
  - **Science:** Use observations to identify electricity as a form of energy and the tools that need electricity to work.
- **Life Skills:** Define relationship

My Conservation Plan

Activity 4 Tick (✓) what you must do to conserve electricity:



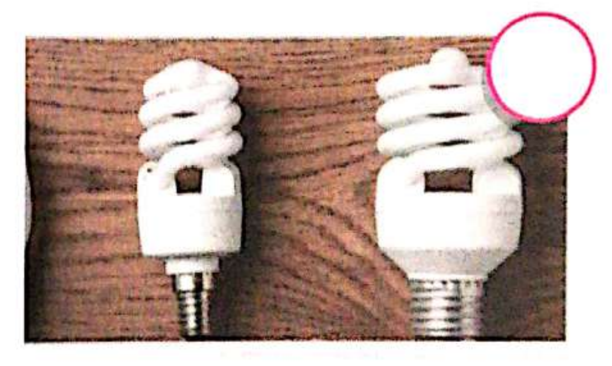
Keep all lights turned On in your home.



Use fans instead of air conditioners.



Turn Off the TV when you're not in the room.



Use energy saving light bulbs.



Turn Off lights during the morning.

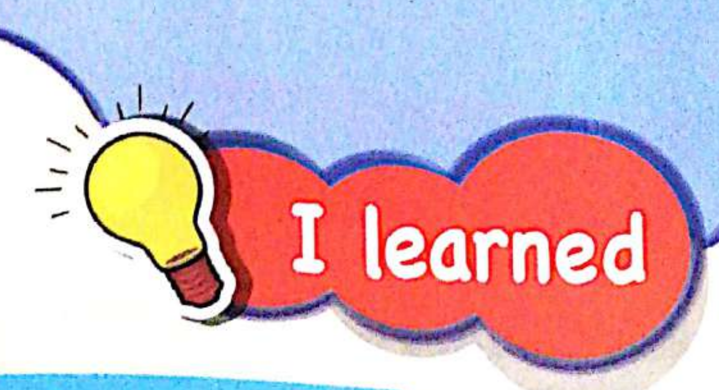
- **Parents' tips: Activity (4):** Help your child look at the pictures and understand the texts, then help him/her to choose the correct actions that show how we can conserve electricity.
- **Aim:** Identify ways to conserve energy.
- **Subjects integration:**
  - **English:** Read and comprehend an informational text.
  - **Economics and applied science:** Identify benefits of conserving resources.
  - **Social studies:** Describe ways in which individuals and groups use electricity.
- **Life Skill...** ...between different objects.

Spotlight on Technology

Activity 5 Read how an Egyptian girl recycled plasti



- **Parents' tips: Activity (5):** Assist your child to read and understand how "Azza Abdel Hamid" helped our environment to get rid of the plastic wastes by using them make fuel to provide power to vehicles.
- **Aim:** Identify how to produce energy from wastes.
- **Subjects integration:**
  - **Science:** Identify ways of recycling wastes to produce energy.
  - **Art:** Repurpose objects from the surroundings to make somethin
- **Life Skills:** Define relationships betw



I learned

Tick (✓) what you learned:

There are different aquatic living organisms: ☐


Crocodile


Spiny eel

There are different ways to keep water clean: ☐



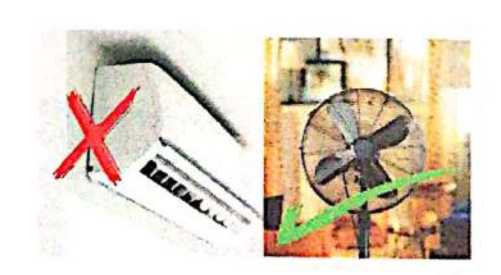


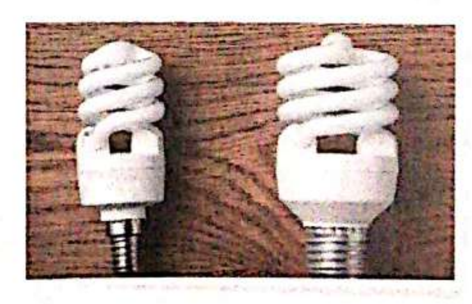
There are different ways to conserve water: ☐

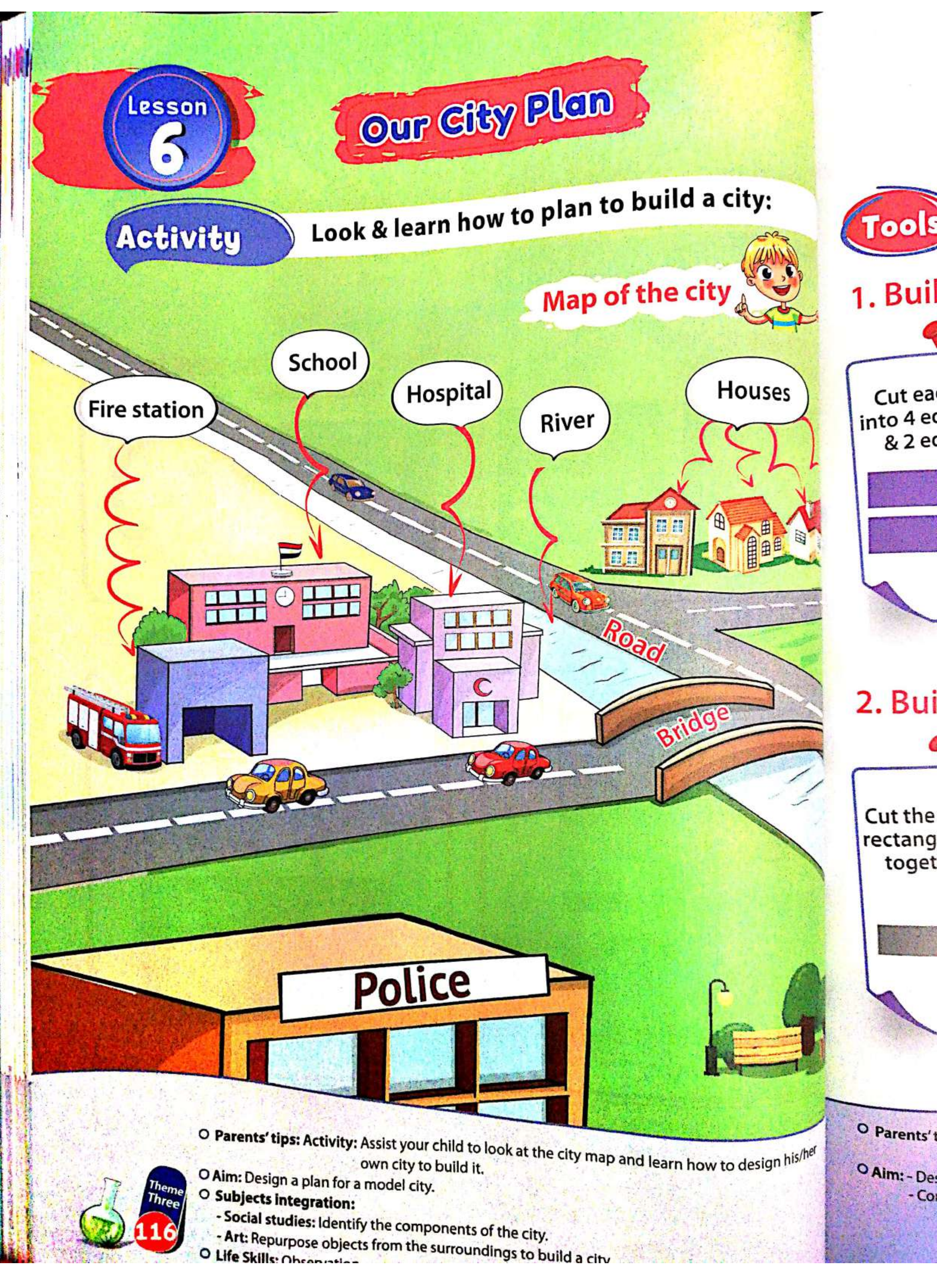




There are different ways to conserve electricity: ☐





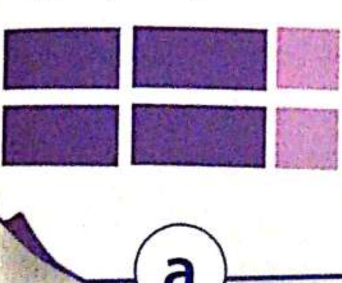

Lesson 6
Our City Plan
Activity
Look & learn how to plan to build a city:
Map of the city
School
Fire station
Hospital
River
Houses
Road
Bridge
Police
Parents' tips: Activity: Assist your child to look at the city map and learn how to design his/her own city to build it.
Aim: Design a plan for a model city.
Subjects integration:
- Social studies: Identify the components of the city.
- Art: Repurpose objects from the surroundings to build a city
Life Skills:
Theme Three
116

Steps to Build Your City

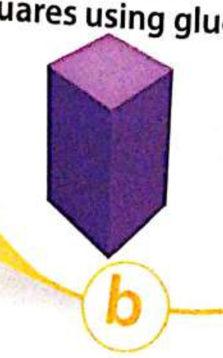
Tools Cardboards, Glue, Scissors, and Crayons.

1. Building houses, hospitals, fire and police stations:

a Cut each cardboard into 4 equal rectangles & 2 equal squares.



b Stick the 4 rectangles & the 2 squares using glue.



c Use the crayons to draw the windows on the buildings.

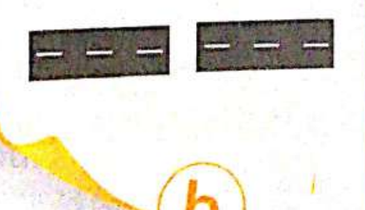


2. Building roads & bridges:

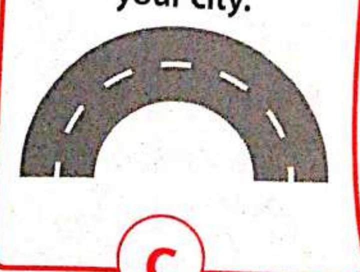
a Cut the cardboard into rectangles & stick them together to make a road.



b Use the crayons to draw the lines of the road.



c Build a bridge in a form of curve & stick it in your city.

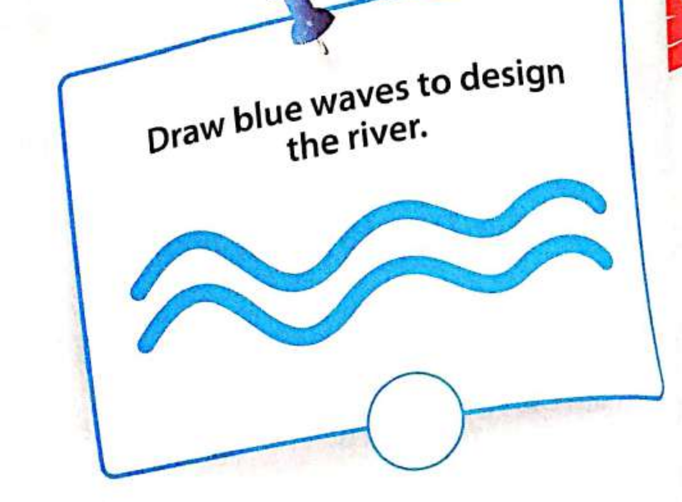


Parents' tips: Assist your child to read the steps of building a city and use the pictures to understand the context.
Hint: Try with your child to use the available materials at home and follow the steps to build a city.

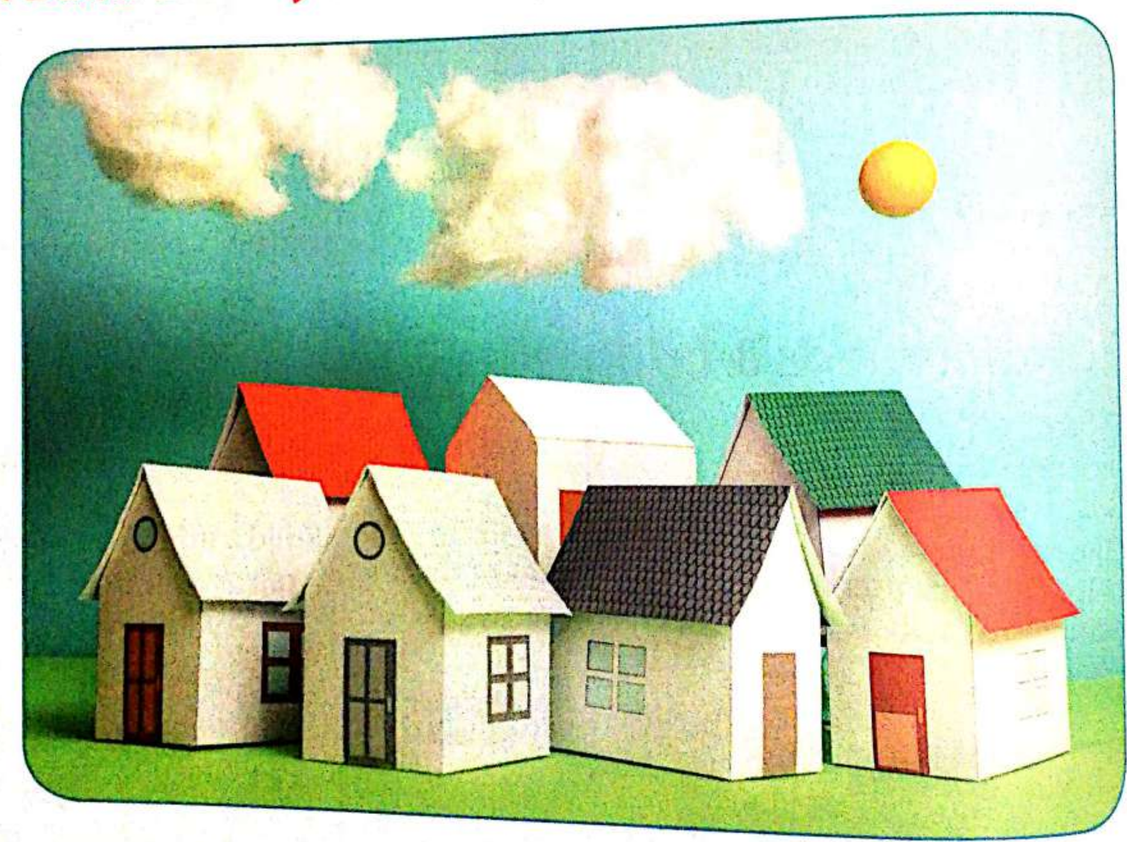
Aim: - Design a plan for a model city.
- Consider how the different parts of a city can be arranged.



3. Build a river:



4. Build the city:



- **Subjects integration:**
  - **Art:** - Get objects from the surroundings to make something new.
    - Draw a design for a city.
  - **Math:** Measure to determine how much longer or shorter one object is than another, expressing the difference in centimeters or metres.
- **Life Skills:** Organize parts to form a new or unique whole.





Pictures Tell Stories

Activity 1 Look at the pictures, learn, then complete using the words below:

Close the faucet	Turn Off TV	Use the water wisely
Turn Off street lights	Turn Off devices	Close the faucet

Conserving water: 

Conserving electricity: 



Close the faucet during washing dishes.



.... in an empty room.



.... during brushing your teeth.



Turn Off street lights in the morning.



.... in gardening.



.... that are not in use.

- Parents' tips: Activity (1): Assist your child to fill the blanks with the correct answer to learn how pictures can tell stories (messages) to conserve water and electricity.
- Aim: Identify ways to conserve water and electricity.
- Subjects Integration:
  - English: Read and comprehend an informational text.
  - Social studies: Describe ways in which individuals and groups conserve electricity and water.
- Life Skills: Define relationships between different objects.



How Will we Conserve



Tick (✓) the idea, then design a poster for water conservation & another for electricity conservation:

Conserve water



My idea is to:

- ☐ Close the faucet while brushing your teeth.
- ☐ Keep the faucet On while not using.

Conserve electricity



My idea is to:

- ☐ Turn Off the TV while not watching.
- ☐ Turn On all the house lights while not using.

"Images help us communicate with people who cannot read or do not speak our language."

- **Parents' tips: Activity (2):** Assist your child to choose the ideas of conserving water and electricity then let him/her design a poster to show others what they should do to conserve water and electricity.
- **Aim:** Identify ways to conserve water and electricity.



Conservation Poster

Activity 1 Look at the posters, understand, then choose the correct answer:

The idea of this poster is that ..
We must (Turn Off - Turn On) the light in the morning to conserve electricity.

- **Parents' tips: Activity (1):** Assist your child to understand the shown poster, then help him/her answer the question about the idea of the poster.
- **Aim:** Identify ways to conserve electricity.
- **Subjects integration:**
  - **Social studies:** Describe ways in which individuals and groups conserve energy and water.
  ... of conserving family resources.




Activity 2 In 30 minutes, think and plan a design to your poster about water conservation:
You can use: (pencil/ colors/ scissors/ glue)
The idea of this poster is that ..
We must .... to conserve water.
O Parents' tips: Activity (2): Assist your child to design a poster (in the given time) to show others how to conserve water, then write the idea of your poster below the poster.
O Aim: Identify ways to conserve water.
O Subjects Integration:
- Social studies: Describe ways in which individuals and groups
- Art: Use various coloring tools to
O Life Skills:
Theme Three
122

My Contribution

Activity 3 Look and complete:

My Teamwork



- Our team decided to build a model for a city.

- Who is responsible for collecting the materials?

1 Name: ....

- Who is responsible for deciding the items of the city?

2 Name: ....

- Who is responsible for drawing a sketch of the city?

3 Name: ....

- The time for each one to finish his/her task.

(1) .... hour(s) (2) .... hour(s)

(3) .... hour(s)

Parents' tips: Activity (3): Help your child know the benefit of the cooperative work by letting him/her build a team to plan & build a city, then assign a task to each member and finally set the time needed for each one to accomplish his/her task.

Aim: Cooperate to build a model city.

Subjects Integration:

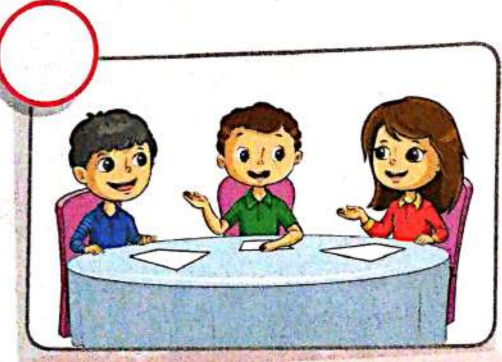
- **English:** Write complete sentences.
- **Vocati**... with another students to accomplish a task.



Cooperation

Activity

Tick (✓) the cooperative attitude that helps t reach your goal in building your city:



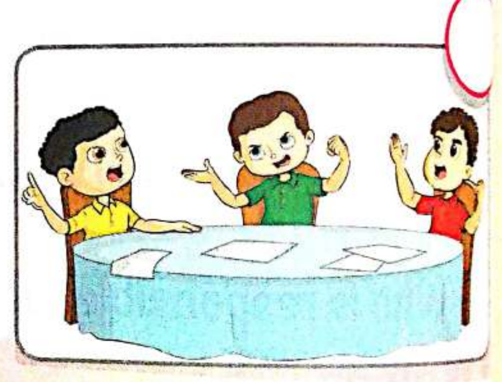
Share ideas and respect each other.



Share materials.



Work together politely.



Speak loudly and do not liste



Do not share materials.

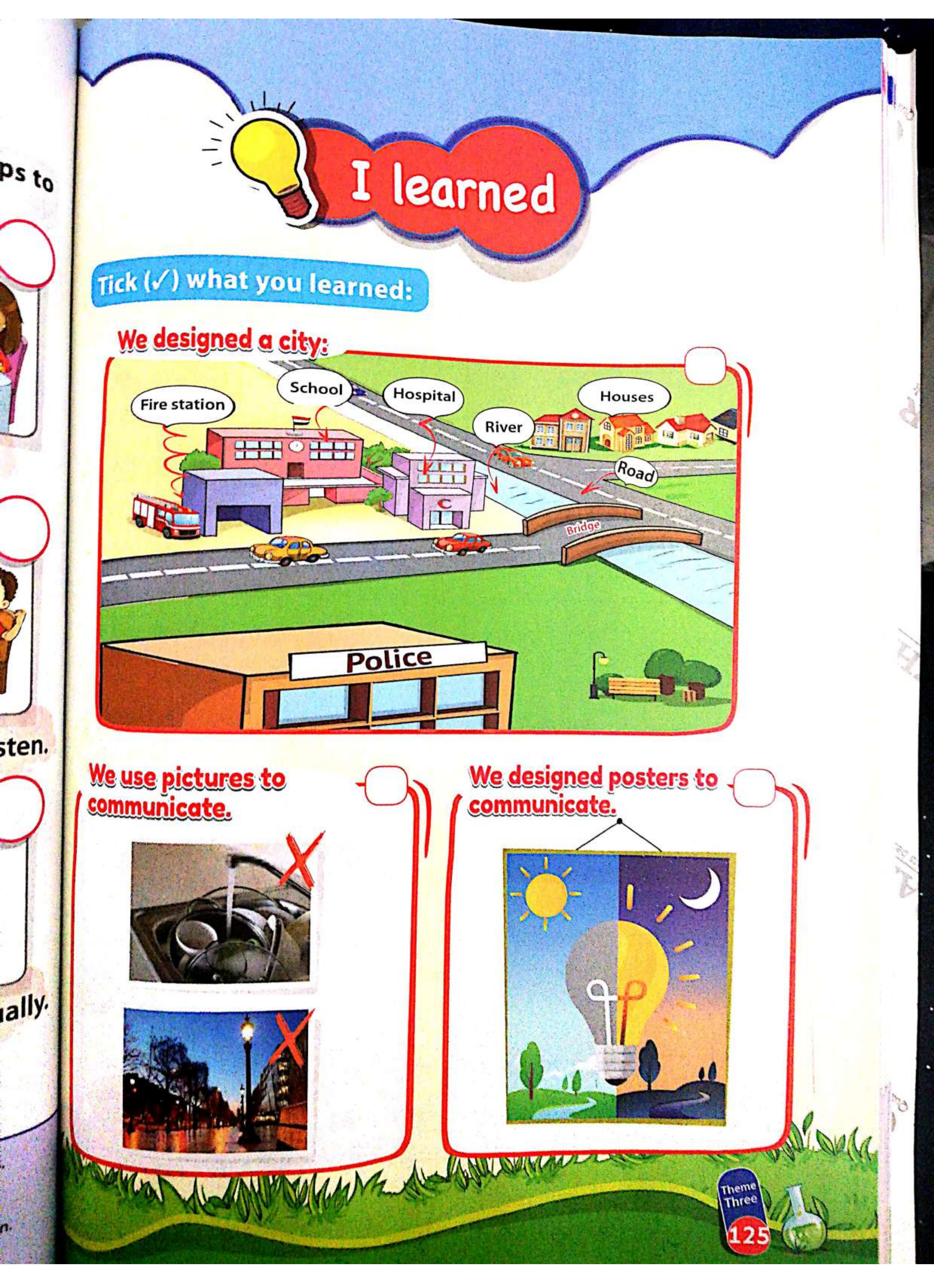


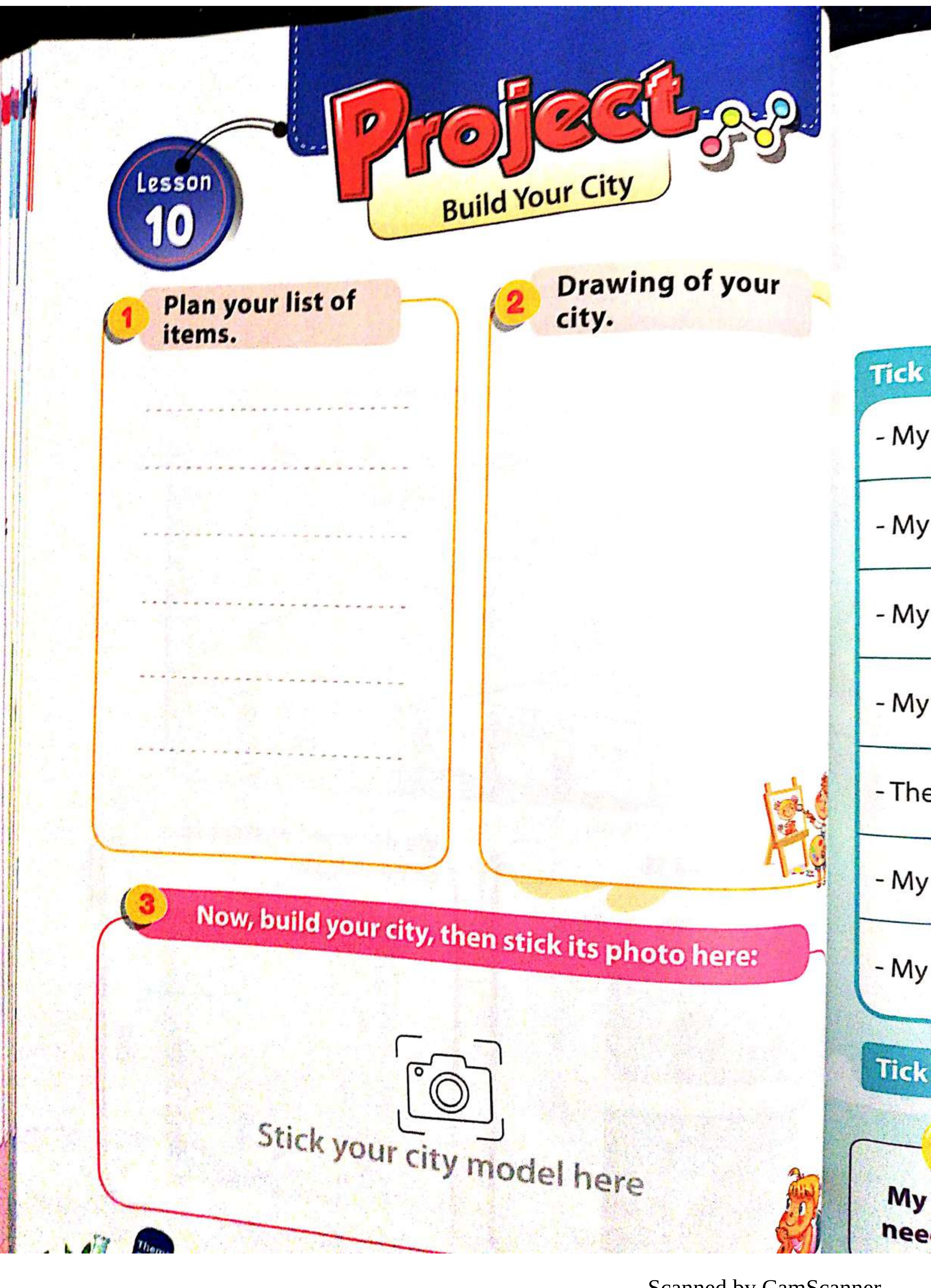
Each one works individuall

" Cooperation helps achieving goals. "

- **Parents' tips: Activity:** Help your child identify the cooperative team from the given pictures.
- **Aim:** Reflect upon communication and cooperation skills.
- **Subjects Integration:**
  - **English:** Participate in collab...
  - Vocati...




I learned
Tick (✓) what you learned:
We designed a city:
School
Hospital
Houses
Fire station
River
Road
Bridge
Police
We use pictures to communicate.
We designed posters to communicate.
Theme Three
125



Project

Lesson 10

Build Your City

1 Plan your list of items.

....

....

....

....

....

....

2 Drawing of your city.

3 Now, build your city, then stick its photo here:

Stick your city model here

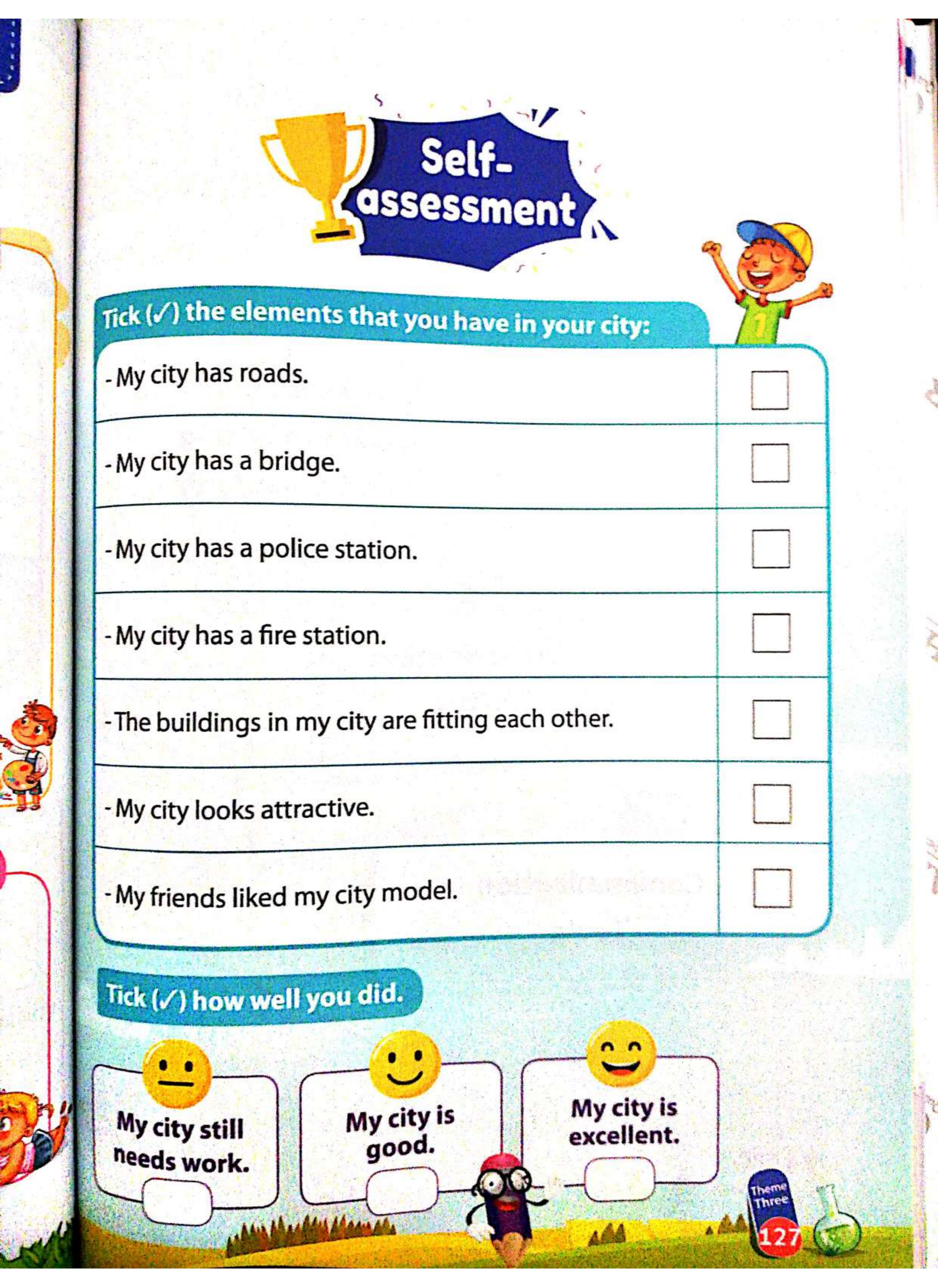
Tick

- My
- My
- My
- My
- The
- My
- My

Tick

My
nee

Scanned by CamScanner



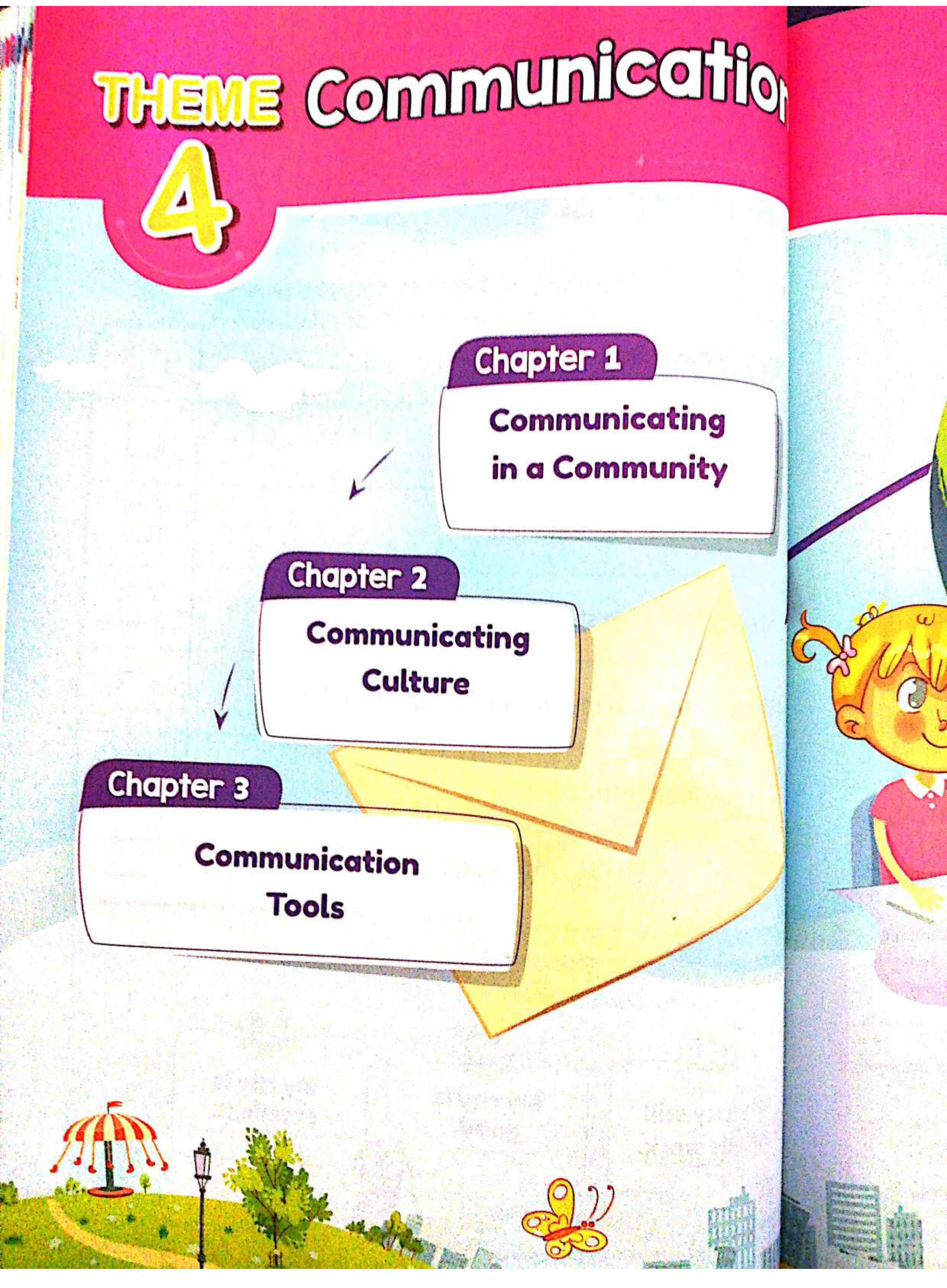
Self-assessment

Tick (✓) the elements that you have in your city:

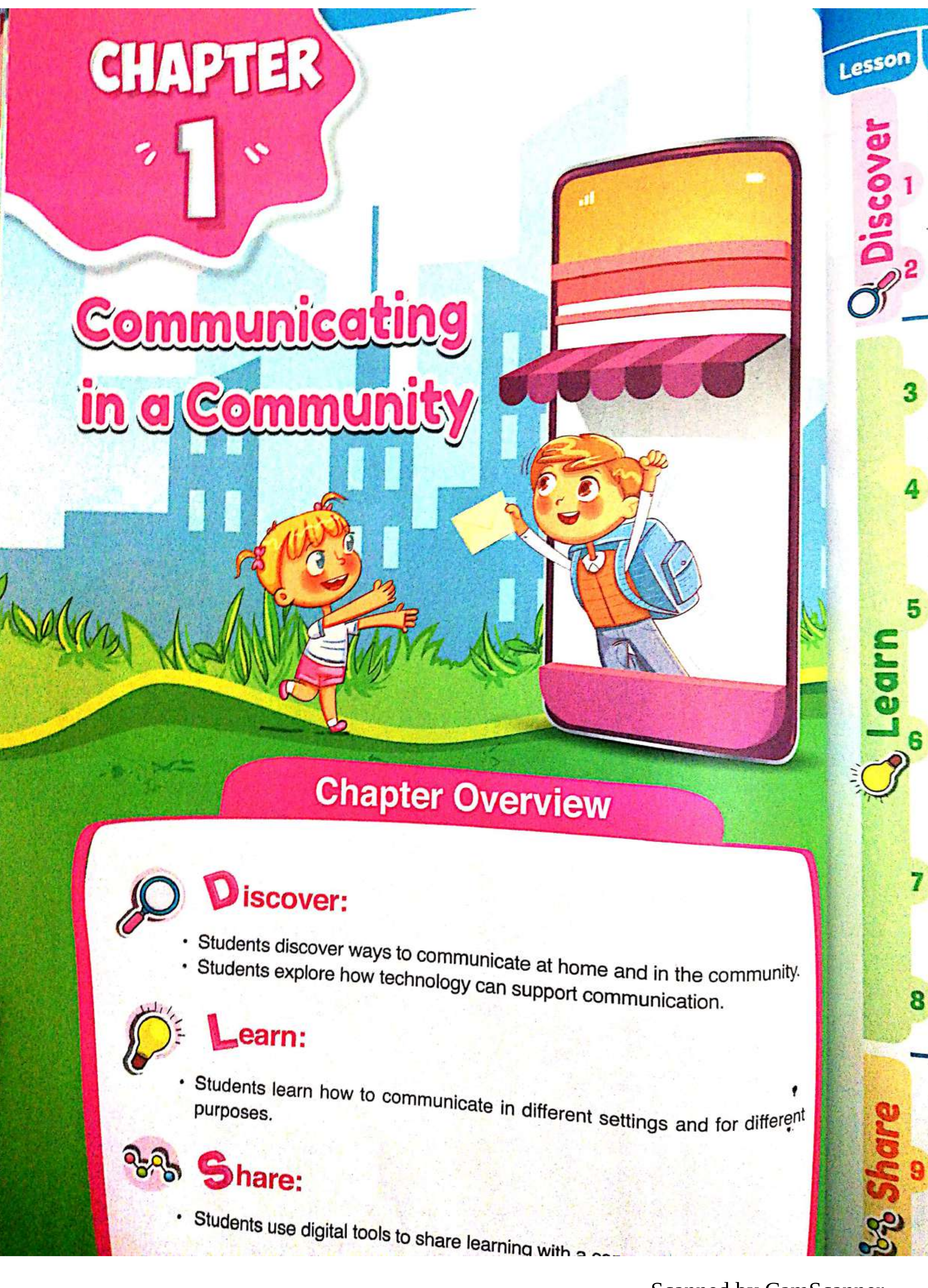
- My city has roads.	☐
- My city has a bridge.	☐
- My city has a police station.	☐
- My city has a fire station.	☐
- The buildings in my city are fitting each other.	☐
- My city looks attractive.	☐
- My friends liked my city model.	☐

Tick (✓) how well you did.

- **My city still needs work.** ☐
- **My city is good.** ☐
- **My city is excellent.** ☐


THEME 4 Communicatio
Chapter 1
Communicating in a Community
Chapter 2
Communicating Culture
Chapter 3
Communication Tools





CHAPTER 1

Communicating in a Community

Chapter Overview

Discover:

- Students discover ways to communicate at home and in the community.
- Students explore how technology can support communication.

Learn:

- Students learn how to communicate in different settings and for different purposes.

Share:

- Students use digital tools to share learning with a

Pacing Guide

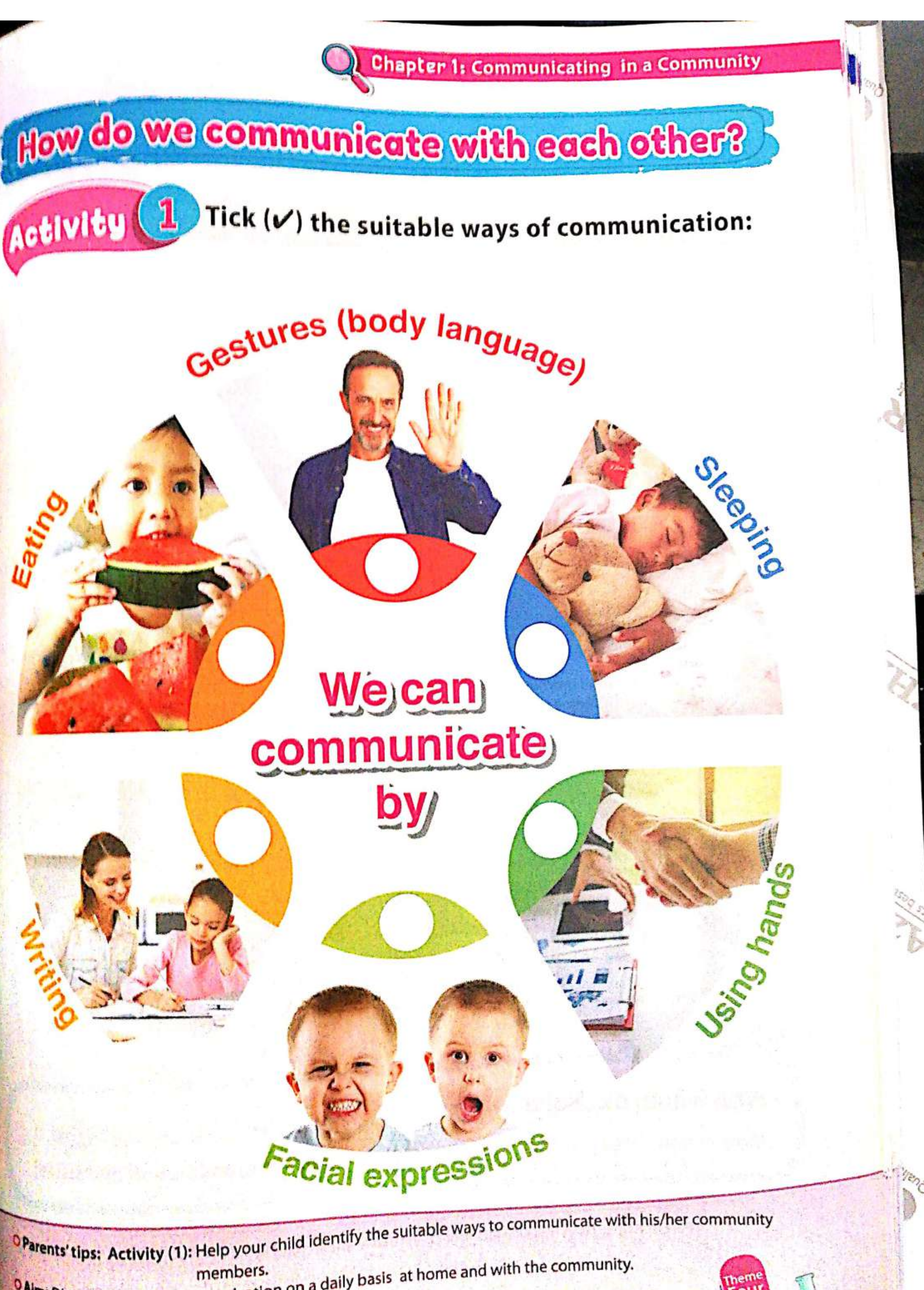
Lesson	Instructional Focus	Key vocabulary
Discover 1	**Students will:** - Discover ways of communicating on a daily basis at home. - Categorize conversations.	- Communicate.
Discover 2	- Discover purposes for communicating in the community.	- Purpose.
Learn 3	**Students will:** - Discover how technology can facilitate communication in the community (cell phones, email and so on). - Practice using different formats of written communication.	- Destination. - Technology.
Learn 4	- Compare and contrast communication styles. - Categorize conversations by levels of respect, topics of conversations and purposes for communication. - Practice solving problems related to digital communication.	- Formal. - Informal.
Learn 5	- Use conversation to solve problems with peers, siblings and parents. - Demonstrate how to use verbal and nonverbal forms of communication.	- Gesture. - Nonverbal. - Tone. - Verbal.
Learn 6	- Describe communication in the community within specialized services. - Create a map to show the local community.	- Baker. - Bricklayer. - Electrican. - Factory worker. - Farmer. - Grocer.
Learn 7	- Analyze purposes for communication in the community. - Apply math in real-life scenarios.	- Clothes retailer. - Store owner. - Cashier.
Learn 8	- Review and summarize prior learning. - Reflect on learning products and accomplishments throughout the year.	- Review.
Share 9	**Students will:** - Choose appropriate format and tools to share prior learning. - Provide peer feedback.	- Audience. - Communication tips.
		- Student



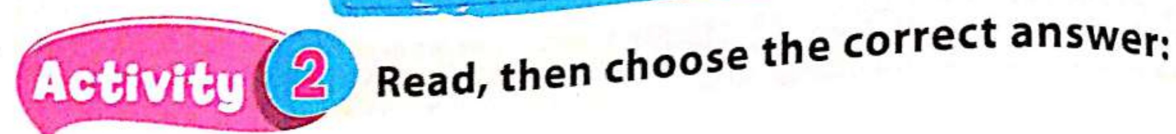
We communicate with different people in different ways for different

How do we communicate with each other?

Activity 1 Tick (✓) the suitable ways of communication:



- **Parents' tips: Activity (1):** Help your child identify the suitable ways to communicate with his/her community members.
- **Aim:** Discover ways of communication on a daily basis at home and with the community.
- **Subjects Integration:**
  - **English:** Use facial expressions and body language to communicate with others.
  - **Science:** Communicate information with others in oral and written forms.
- **Life Skills:** Reading - Writing - Nonverbal communication skills - Observation.



Activity 2 Read, then choose the correct answer:

Noha at home:

Good morning, Noha! What would you like to eat for breakfast?

And also, ask your sister what would she like to eat?

Good morning, mom and grandma! I would like to eat eggs and cheese. And I will ask Doaa what she likes to eat.

Good morning, Doaa! Grandma is asking, "What would you like to eat?"

Good morning, Noha! I want to eat cake and drink a cup of milk, please.

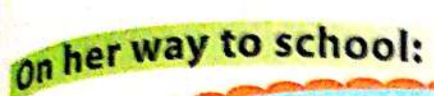
Choose

- **With whom did Noha communicate at home?**

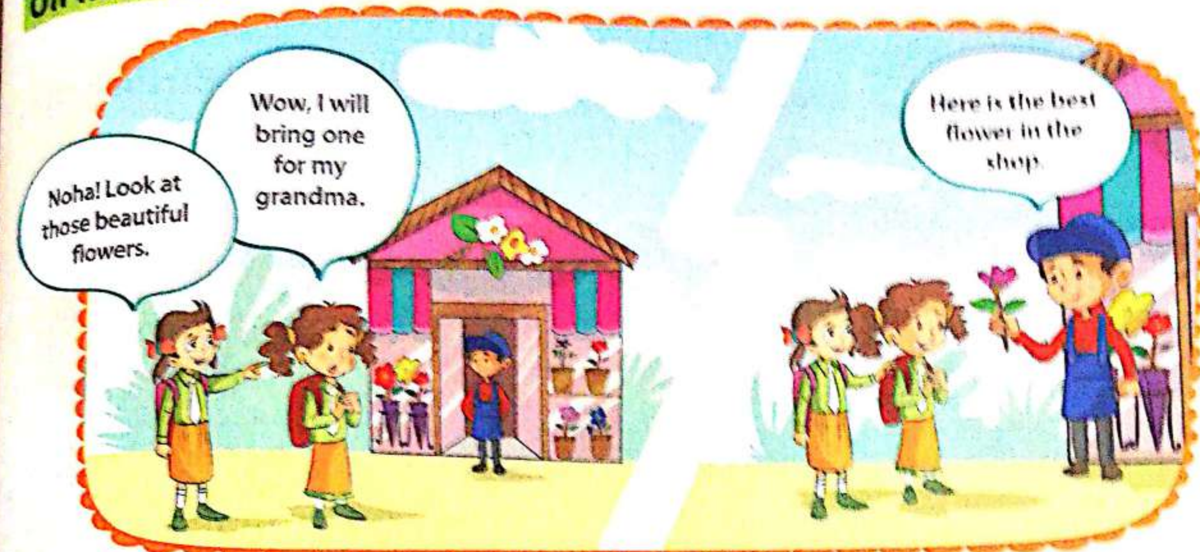
[Mother and sister - Mother and grandmother - Mother, grandmother and sister]

○ **Parents' tips: Activity (2):** Help your child read & understand Noha's story, then help him/her answer the question below to identify with whom did Noha communicate on her day.

○ **Aim:** Discover ways of communicating on a daily basis in the community, at home and at school.



On her way to school:



At school:



Choose:

1 **With whom did Noha communicate on her way to school?**

(Her friend - Her friend and florist - florist)

2 **With whom did Noha communicate at school?**

(One friend - 3 friends and a teacher - A teacher)

Subjects integration:

- **English:** Read the text, then answer the questions.
- **Drama:** Identify ways that a sound can be used to tell a story.

Life Skills: ... Self-expression.



Graphing My Conversations

Activity 3 Read the previous story, then complete the graph





Family	....

Friends	....

Community members	2

Number of people (0–6) / Categories: Family, Friends, Community members

Note:

Communicate: is to share or exchange information or ideas with others.

Choose:

1. Which category did Noha communicate with, the most?
   (Family - Friends - Community members)
2. Which category did Noha communicate with, the least?
   (Family - Friends - Community members)

- **Parents' tips: Activity (3):** Help your child read the previous story once again, then help him/her identify the categories that Noha communicated with the most and the least to complete the bar graph.
- **Aim:** Categorize conversations.
- **Subjects integration:**
  - **English:** Re-read the story, then answer the questions.
  - **Math:** Organize data into scaled bar graph.
- **Life Skills:** Reading - Writing ...



Answer the questions about yourself, then complete the bar graph:

- With whom do you communicate at home?

....

- With whom do you communicate on your way to school?

....

- With whom do you communicate at school?

....

Number of people

10
9
8
7
6
5
4
3
2
1
0

Family | Friends | Community members

Categories

Family
....

Friends
....

Community members
....

Parents' tips: Activity (4): Help your child answer the given questions to identify with whom does he/she communicate at home, at school and in community, then ask him/her to complete the bar graph.

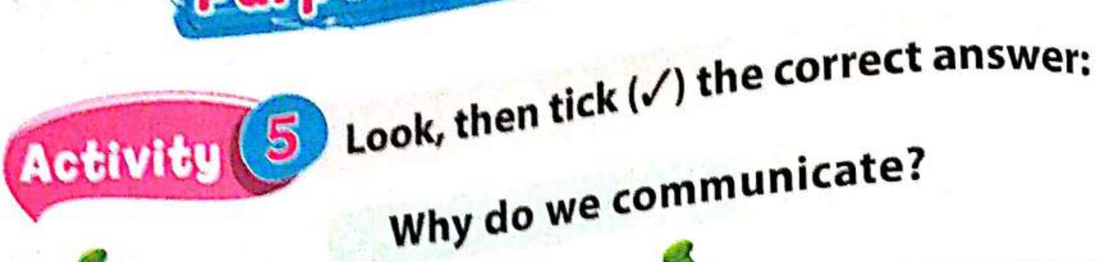
Aim: Categorize conversations.

Subjects integration:

- English: Read ... questions.



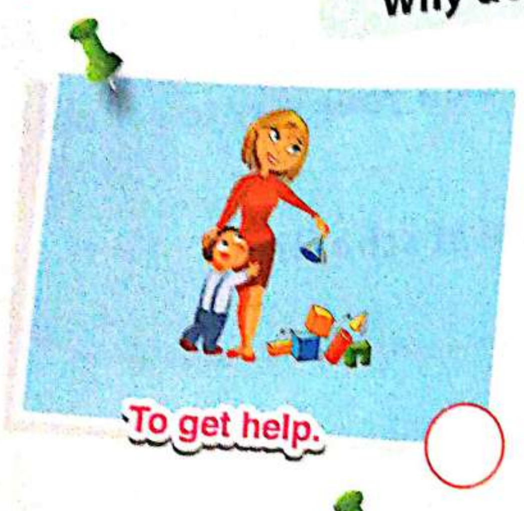
Purpose of Communication





Activity 5 Look, then tick (✓) the correct answer:

Why do we communicate?



To get help. ◯



To learn something new. ◯



To sleep. ◯





To solve problems. ◯



To create something. ◯

Activity

"Reem is t



"Reem is



- **Parents' tips: Activity (5):** Help your child identify "Why do we communicate with each other?".
- **Aim:** Discover the purposes of communicating in the community.
- **Subjects integration:**
  - **English:** Ask and answer questions based on the purpose of communication.
  - **Science:** Use observations to identify the different ...
- **Life Skills:** ...

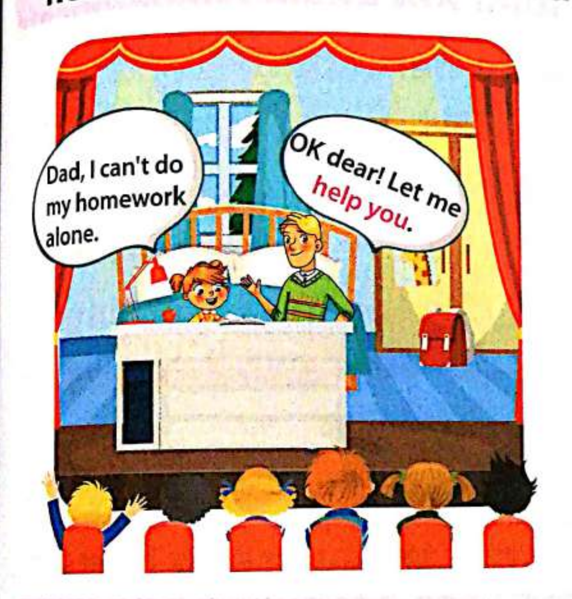
- Parents' tips: ...
- Aim: Discover ...
- Subjects integ...
  - English: Rea...
  - Drama: Iden...



Role Play

Activity 1 Read, then choose the correct answer:

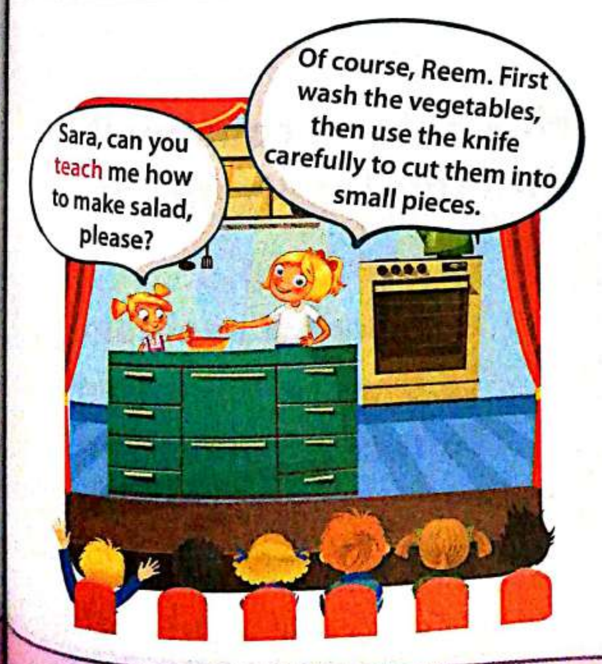
"Reem is talking to her dad."



Why did Reem communicate with her dad?

- ○ To get help.
- ○ To solve a problem.
- ○ To create something.
- ○ To learn something.

"Reem is talking to her sister."



Why did Reem communicate with her sister?

- ○ To get help.
- ○ To solve a problem.
- ○ To create something.
- ○ To learn something.

Parents' tips: Activity (1): Assist your child to read, understand and act the role play, then help him/her answer the given questions.

Aim: Discover purposes for communicating in the community.

Subjects integration:

- **English:** Read and understand the purpose of communication in the role play.
- **Drama:** ... sounds can be used to act a role play.



Communicating with My Family



Activity 2 Read, then choose the correct answer:

"Reem is talking to her mom."



Why did Reem communicate with her mom?

- ○ To get help.
- ○ To solve a problem.
- ○ To create something.
- ○ To learn something.



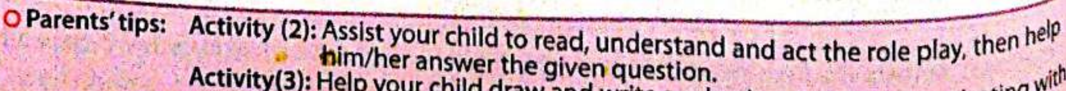
Activity 3 Draw and write a role play to show how did you communicate with a family member to solve a problem.

Draw here



Why did you communicate with this family member?

- ○ To get help.
- ✓ To solve a problem.
- ○ To create something.
- ○ To learn something.



○ **Parents' tips:** **Activity (2):** Assist your child to read, understand and act the role play, then help him/her answer the given question.
Activity(3): Help your child draw and write a role play about communicating with a family member to solve a problem.

○ **Aim:** Discover purposes of communicating in the community.

○ **Subjects integration:**
- **English:** Read and understand the purpose of communication in the role play.
- **Art:** Use various drawing and coloring tools to create art.
- **Drama:** Identify ways that voice and sounds can be used to act a role play.







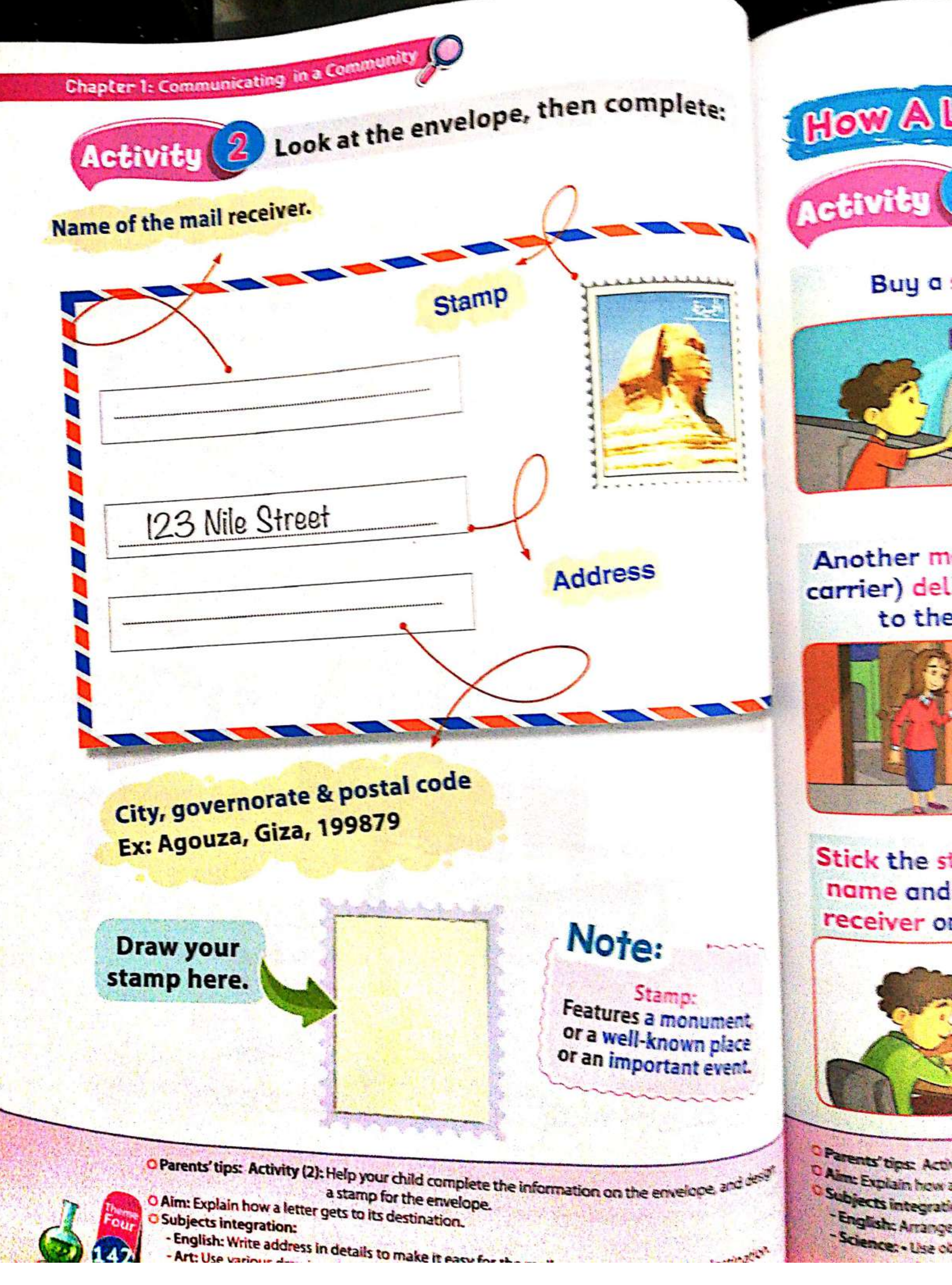
Lesson 3

Mailing a Letter

Writing letters is a way of **communication.**

Activity 1 Color the **old ways** for sending messages in 🔴 and the **modern ways** in 🔵:

Parents' tips: **Activity (1):** Help your child differentiate between the old and modern ways of sending messages.
Aim: Discover how technology can facilitate communication in our community.
Subjects integration:
- Science: Use observation to differentiate between the modern and old ways of sending messages.
- Art: Use various coloring tools to create art.
Life Skills: Nonverbal communication skills.


Chapter 1: Communicating in a Community
Activity 2 Look at the envelope, then complete:
Name of the mail receiver.
Stamp
123 Nile Street
Address
City, governorate & postal code
Ex: Agouza, Giza, 199879
Draw your stamp here.
Note:
Stamp:
Features a monument or a well-known place or an important event.
Parents' tips: Activity (2): Help your child complete the information on the envelope, and design a stamp for the envelope.
Aim: Explain how a letter gets to its destination.
Subjects integration:
- English: Write address in details to make it easy for the mail
Theme Four
142

How A Letter Gets to Its Destination



Arrange the following steps to send a letter:

Buy a stamp.



The mailman (letter carrier) collects the letters from the mailbox.



Another mailman (letter carrier) delivers the letter to the receiver.



Place the letter in the mailbox.



Stick the stamp, write the name and address of the receiver on the envelope.

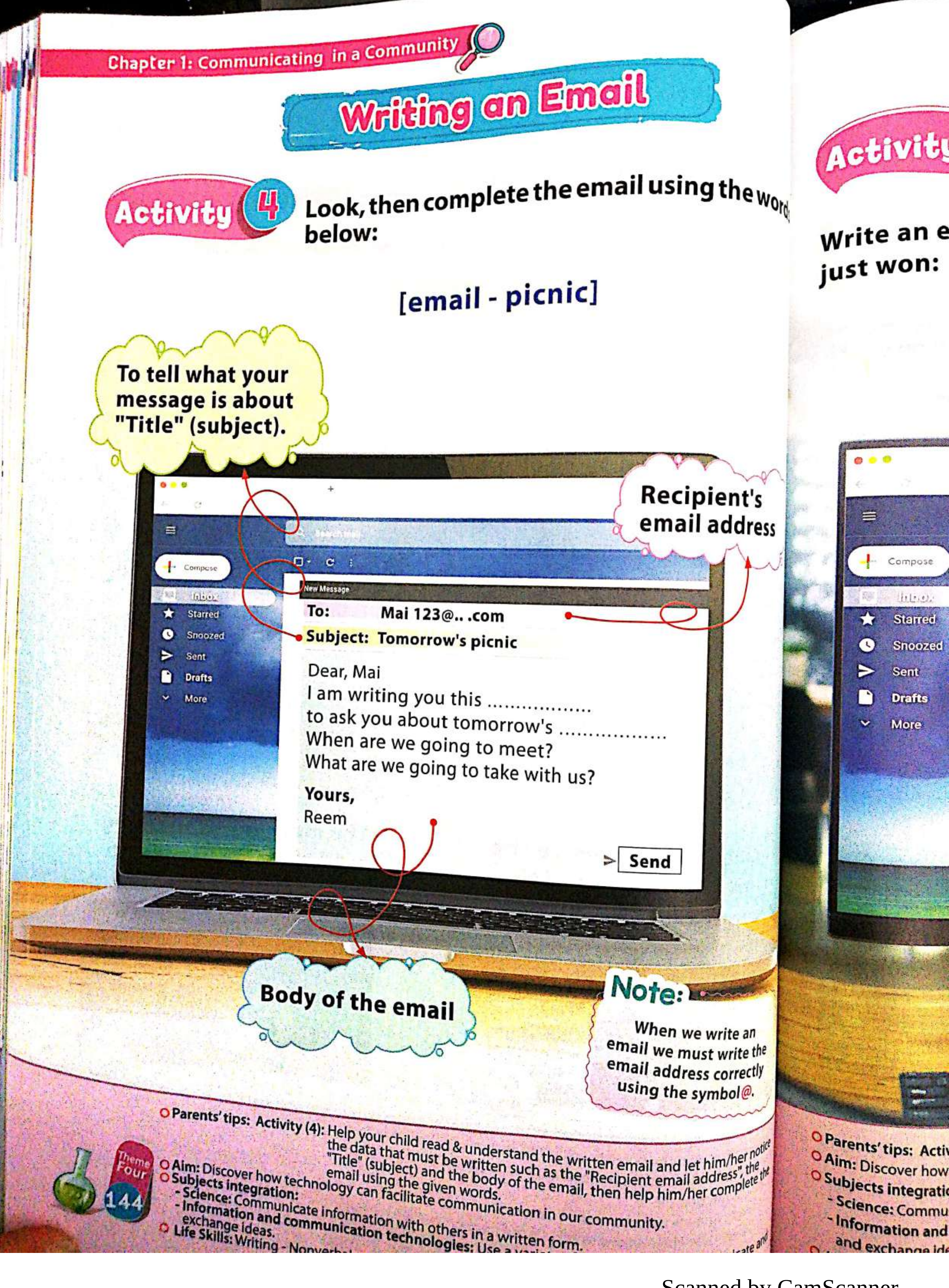


The mail will be taken by a truck or an airplane to its destination.



Parents' tips: **Activity (3):** Help your child arrange the steps of sending a letter.
Aim: Explain how a letter gets to its destination.
Subjects integration:
- English: Arrange the pictures to create a story.
- Science: • Use observations to arrange the steps of sending a letter.
  • ... information with others in a written form.





Writing an Email

Activity 4

Look, then complete the email using the words below:

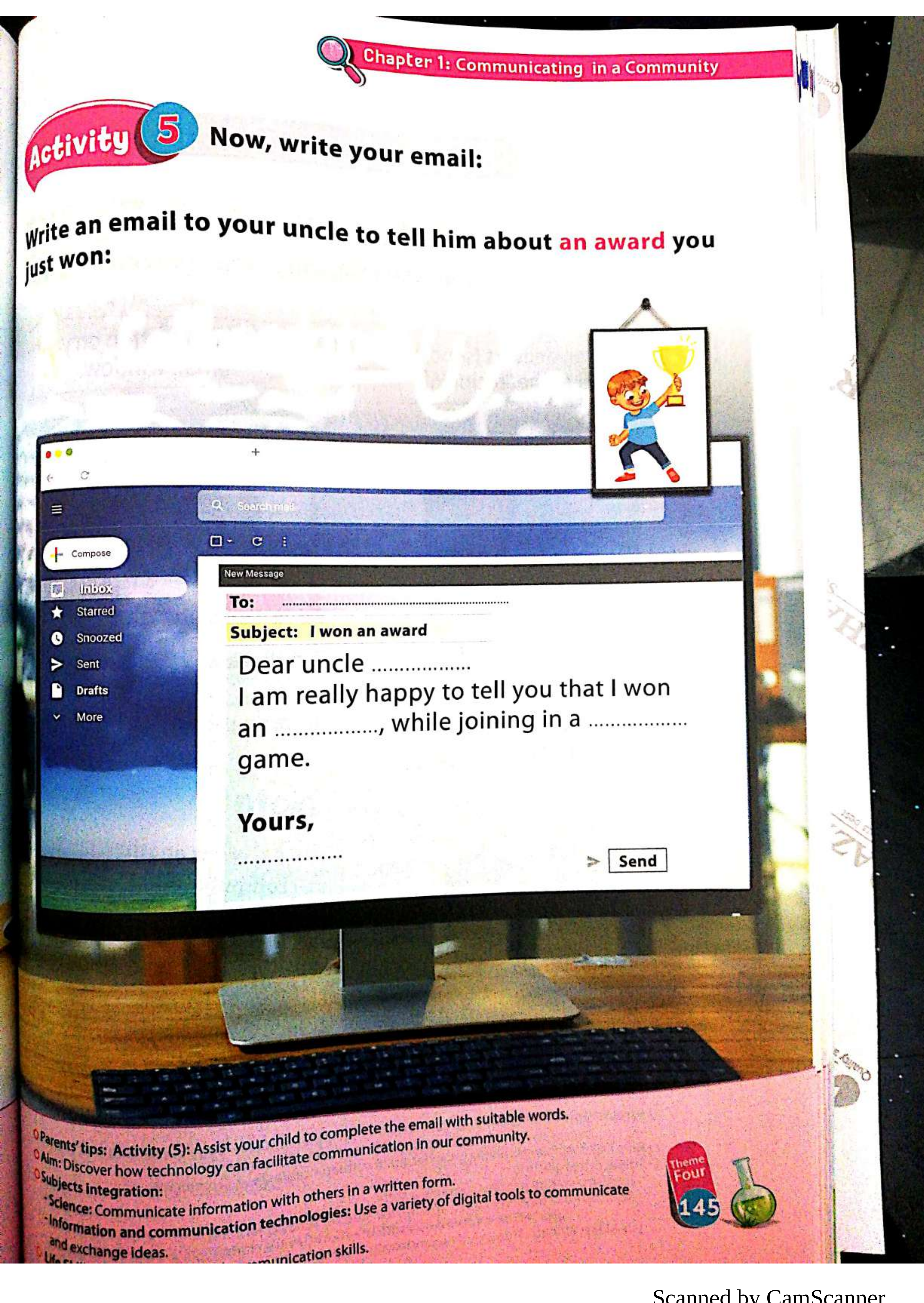
[email - picnic]

Note: When we write an email we must write the email address correctly using the symbol @.

- **Parents' tips: Activity (4):** Help your child read & understand the written email and let him/her notice the data that must be written such as the "Recipient email address", the "Title" (subject) and the body of the email, then help him/her complete the email using the given words.
- **Aim:** Discover how technology can facilitate communication in our community.
- **Subjects integration:**
  - **Science:** Communicate information with others in a written form.
  - **Information and communication technologies:** Use a vari... ...icate and exchange ideas.
- **Life Skills:** Writing - Nonverb...

Activity 5 Now, write your email:

Write an email to your uncle to tell him about an award you just won:

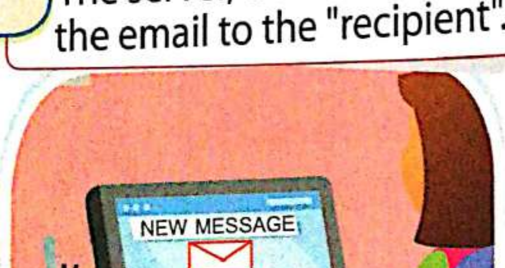


- **Parents' tips: Activity (5):** Assist your child to complete the email with suitable words.
- **Aim:** Discover how technology can facilitate communication in our community.
- **Subjects integration:**
  - **Science:** Communicate information with others in a written form.
  - **Information and communication technologies:** Use a variety of digital tools to communicate and exchange ideas.
- Life ... communication skills.

Sending an "Email"



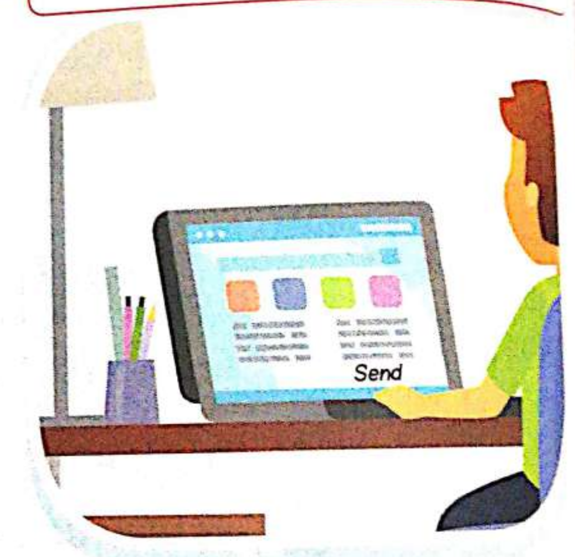
Arrange the following steps to send an email.

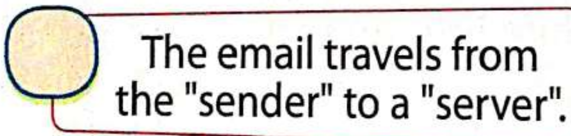


( ) The server, delivers (sends) the email to the "recipient".

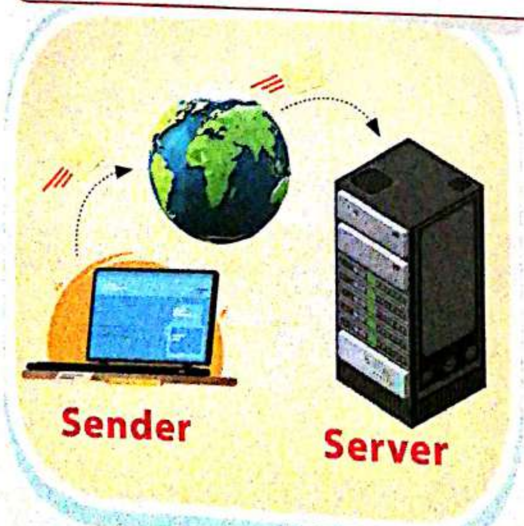


(1) Hit "send" button on your email window.





( ) The email travels from the "sender" to a "server".



Note:

Server: is another computer that acts like a post office.

- **Parents' tips: Activity (6):** Help your child arrange the steps of sending an email, and notice that we don't need a mailman to send an email.
- **Aim:** Discover how technology can facilitate communication in ...
- **Subjects integration:** ...

Lesson 4

Comparing Mail and Email

Activity 1

Complete the "Venn diagram" using the words below:

[~~email address~~ - few days - few seconds - Yes, I do - No, I don't - ~~home address~~]

Mail (a letter)

1. What is the type of the address?
Home address (physical address).
2. How long does it take to arrive?
....
3. Do I need to pay money to buy a stamp?
....
4. Can I send it to more than one person at a time?
◯ Yes ◯ No

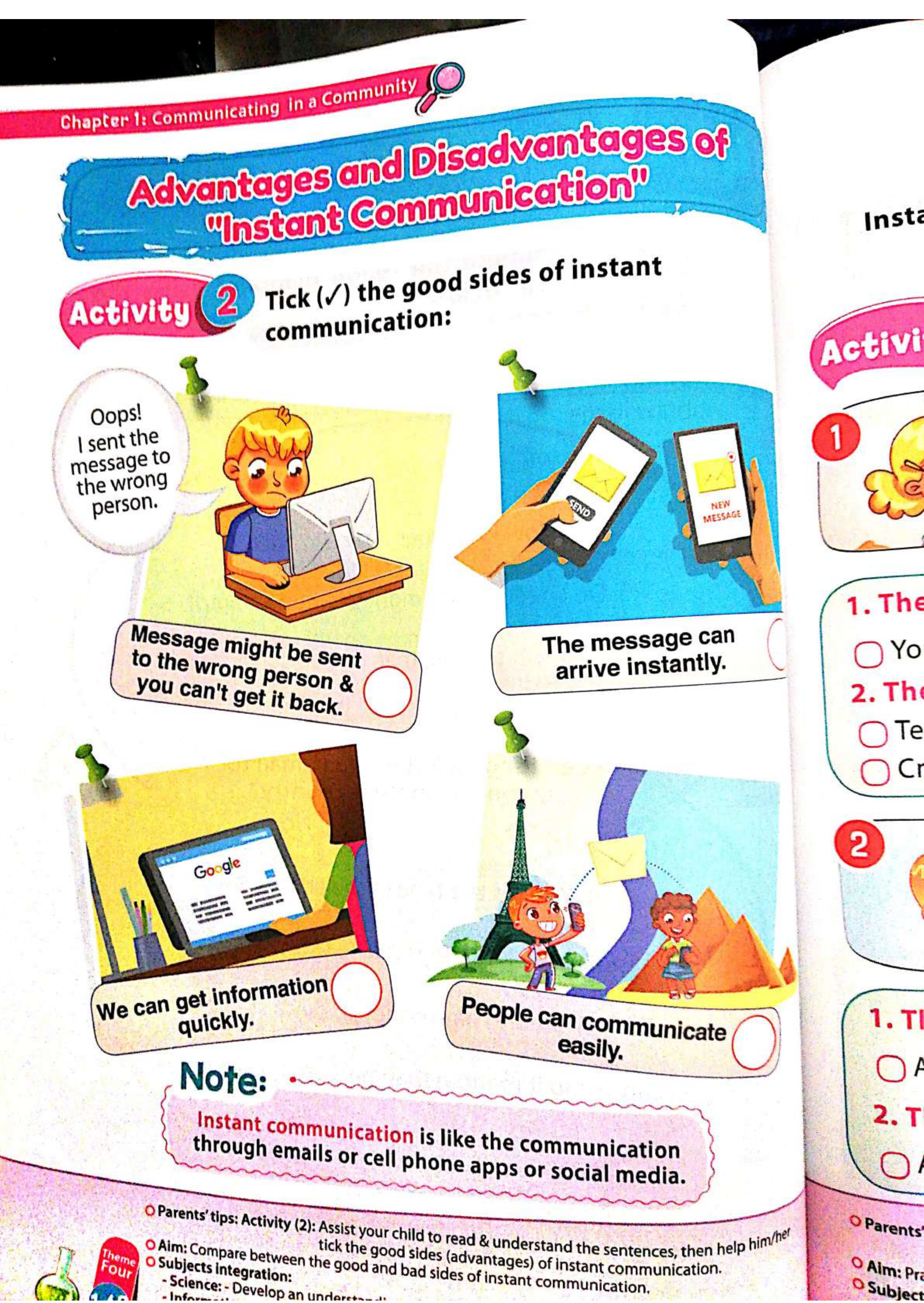
Both of them

- Can I send a letter or an email to someone in another country?
◯ Yes ◯ No

Email

1. What is the type of the address?
Email address.
2. How long does it take to arrive?
....
3. Do I need to pay money to buy a stamp?
....
4. Can I send it to more than one person at a time?
◯ Yes ◯ No

Parents' tips: Activity (1): Help your child compare between the mail (letter) and the email and help him/her to complete the Venn diagram using the given words.
Aim: Compare the communication styles.
Subjects integration:
- English: Read and answer questions to identify the main difference between mail and email.
- Science: Use observation to identify the difference between the mail and the email.
- Life Skills: Reading - Writing - Nonverbal communication skills.


Chapter 1: Communicating in a Community
Advantages and Disadvantages of "Instant Communication"
Activity 2
Tick (✓) the good sides of instant communication:
Oops! I sent the message to the wrong person.
Message might be sent to the wrong person & you can't get it back.
SEND
NEW MESSAGE
The message can arrive instantly.
Google
We can get information quickly.
People can communicate easily.
Note:
Instant communication is like the communication through emails or cell phone apps or social media.
Parents' tips: Activity (2): Assist your child to read & understand the sentences, then help him/her tick the good sides (advantages) of instant communication.
Aim: Compare between the good and bad sides of instant communication.
Subjects integration:
- Science: - Develop an understand
Theme Four
Insta
Activi
1. The
Yo
2. The
Te
Cr
1. Th
2. T
Parents'
Aim: Pra
Subject
Scanned by CamScanner

Scenarios

Instant communication causes a lot of problems, let's try to solve them.



Read, then choose:



Your friend posts a funny picture of you on the social media that hurt your feelings.

1. The problem is:

- ▢ Your friend hurt your feelings.
- ▢ Your friend helped you.

2. The solution is:

- ▢ Telling your friend that you are hurt.
- ▢ Crying.



Ahmed sent a text message to his cousin (Karim) that made him sad.

1. The problem is:

- ▢ Ahmed hurt his cousin.
- ▢ Ahmed lost his phone.

2. The solution is:

- ▢ Apologizing.
- ▢ Sleeping.

Parents' tips: Activity (3): Assist your child to read & understand the given scenarios of instant communication problems, then let him/her identify the problem and its possible solution.

Aim: Practice solving problems related to digital communication.

Subjects integration:

- **Information and communication technologies:** Explain ethical issues in using electronic media.
- **Social studies:** Demonstrate behaviors of a responsible citizenship (as respect).
- problem - Nonverbal communication skills.





Activity 4 Read, then answer:



1 While Eyad was playing with his dad's phone, a stranger called him and asked about his address.

1. The problem is:

A stranger was asking about ....

2. The solution is:

Eyad will ask his dad for ....



○ help ○ water



2 Mai's friend wrote bad comment about her on social media.

1. The problem is:

....

2. The solution is:

○ Mai will ignore the problem.

○ Mai will tell her friend to remove the comment.

○ **Parents' tips: Activity (4):** Help your child read & understand the given scenarios of instant communication problems, then let him/her identify the problem and its possible solution.

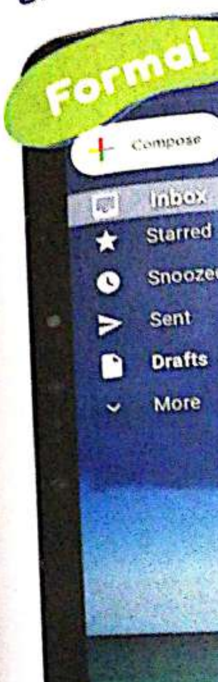
○ **Aim:** Practice solving problems related to digital communication.

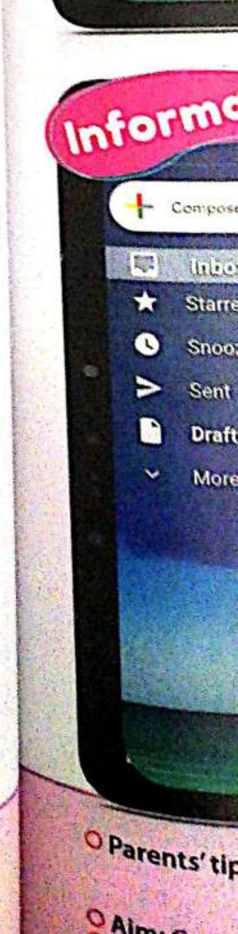
○ **Subjects integration:**

- **Information and communication technologi...**
- **Social studies:** Demonstrat...

○ **Life Skill...**

Reem wants
email to he



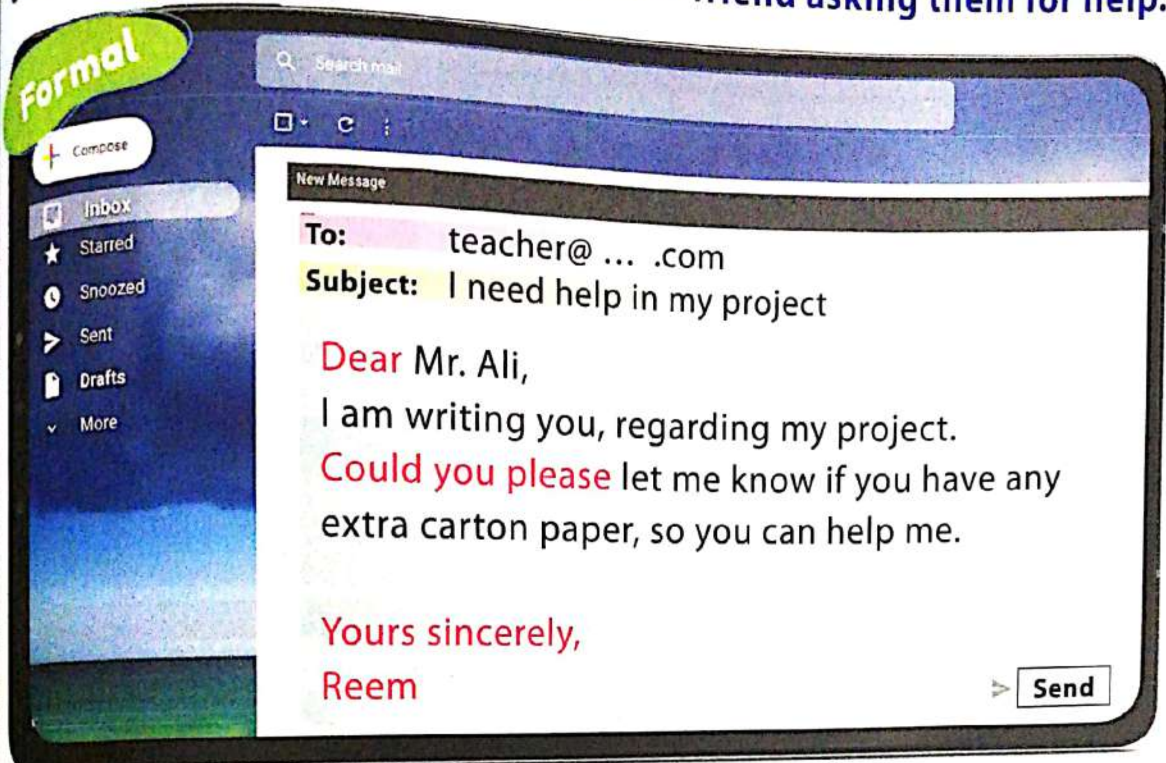


○ Parents' tip

○ Aim: Categ
○ Subjects in

Formal or Informal

Reem wants to make a project using carton paper, so she wrote an email to her teacher and another to her friend asking them for help.



Informal

New Message

To: mai@… .com

Subject: I need help in my project

Hi Mai,

I need your help, if you have any extra carton paper that you don't need give it to me.

Reem

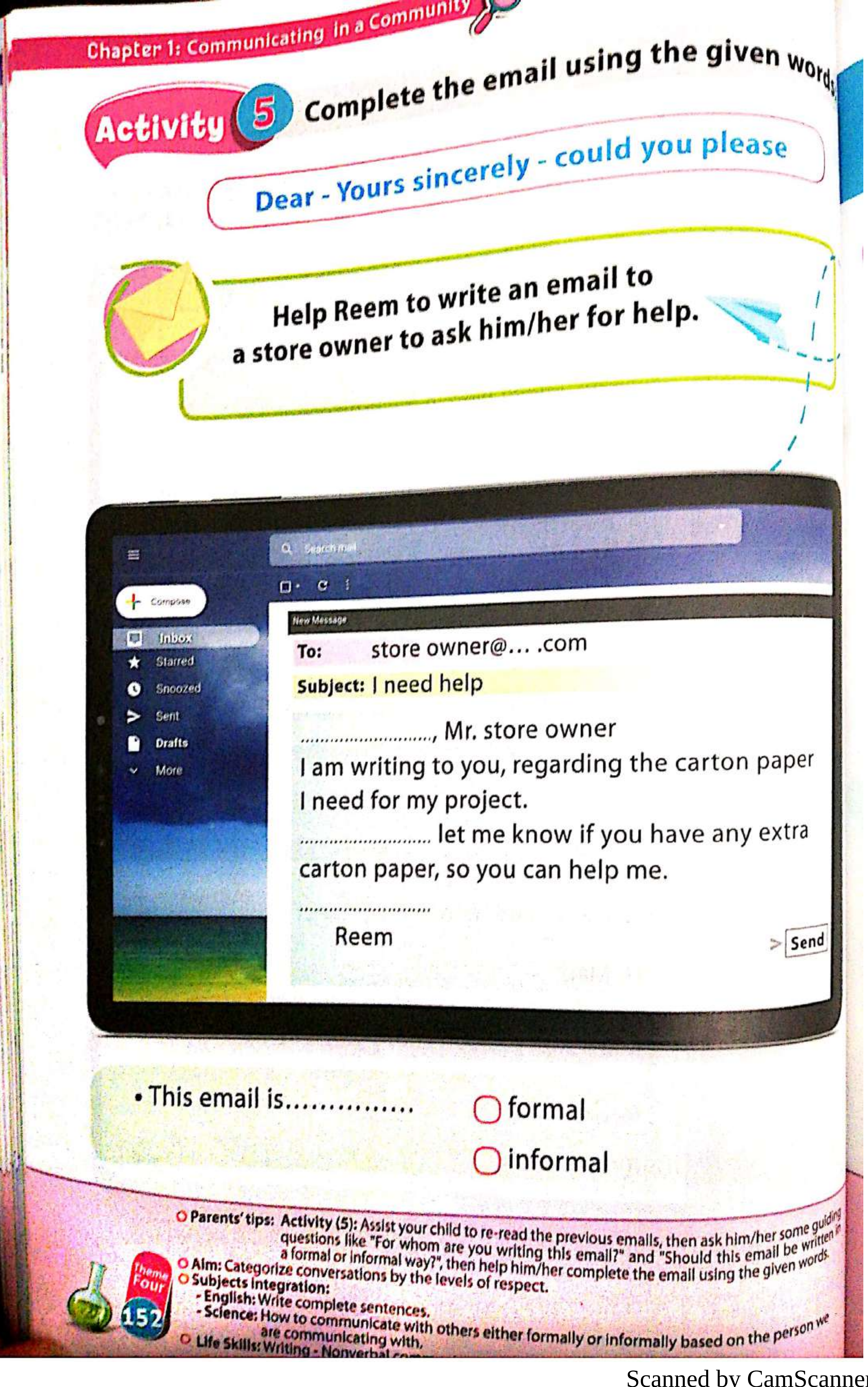
Send

Parents' tips: Assist your child to read the given forms of emails to identify the differences between the formal and the informal ways for writing an email, and let him/her know that formal emails are written for elders, relatives and parents; while the informal emails are for friends.

Aim: Categorize conversations by the levels of respect.

Subjects integration:
- **English:** Write formal and informal emails.
- **Science:** How to communicate with others either formally or informally based on the person we are communicating with.

Life Skills: Writing - Nonverbal communication skills.



Activity 5 Complete the email using the given words:

Dear - Yours sincerely - could you please

Help Reem to write an email to a store owner to ask him/her for help.

New Message

To: store owner@... .com

Subject: I need help

.........................., Mr. store owner

I am writing to you, regarding the carton paper I need for my project.

.... let me know if you have any extra carton paper, so you can help me.

....

Reem

Send

- This email is...............

  ◯ formal

  ◯ informal

- **Parents' tips:** Activity (5): Assist your child to re-read the previous emails, then ask him/her some guiding questions like "For whom are you writing this email?" and "Should this email be written in a formal or informal way?", then help him/her complete the email using the given words.
- **Aim:** Categorize conversations by the levels of respect.
- **Subjects integration:**
  - **English:** Write complete sentences.
  - **Science:** How to communicate with others either formally or informally based on the person we are communicating with.
- **Life Skills:** Writing - Nonverbal com...



Nonverbal and Verbal Communication

Activity 1 Write **verbal** or **nonverbal** communication:



Verbal communication



Nonverbal communication



....



....

....

Note:

Verbal communication: We use words while communicating.

Nonverbal communication: We do not use words while communicating (We use body language and facial expressions in communication).

ents' tips: **Activity (1):** Help your child look at the given pictures, then help him/her classify them into verbal and nonverbal communication.

Aim: Differentiate between verbal and nonverbal communication.

Subjects integration:

- English: Use facial expressions, and body language to express feelings and thoughts.
- Economics and applied science: Describe how others car influence behavior positively and negatively.
- Life Skill ... munication skills.







Nonverbal Communication

Activity 2 Complete using the words below to describe each picture:

happy - sad - confused - angry - laughing

....

....

.........confused...........

....

....

Parents' tips: Activity (2): Help your child describe each of these pictures using the given words to understand that we can tell others our feelings using facial expressions and body language

Aim: Demonstrate

Solving Problems in Communication



Read the story, then tick (✓) the correct answer:





Choose:

1. What is Eyad's problem?

- ◯ His friends don't like him.
- ◯ He misunderstood his friends.

2. At the beginning of the story, how was Eyad's feelings?

- ◯ He was sad.
- ◯ He was happy.

3. At the end of the story, how was Eyad's feelings?

- ◯ He was happy.
- ◯ He was sad.

4. Do you think Eyad's friends like him?

◯ Yes. ◯ No.

Parents' tips: Activity (3): Assist your child to read and understand the given story, then help him/her identify the problem and how it was solved, to answer the questions.

Aim: Use conversation to solve problems with peers.

Subjects integration:

English: Answer questions about the given story.

Economics and Applied sciences:

- Describe ... behavior positively and negatively.







Tick (✓) what you learned:

We communicate with different people:

Family



Friends



Community members



We communicate for different purposes:

- To get help.
- To learn something.
- To solve problems.
- To create something.

There are 2 types of letters:





Mail (letter)



Email

There are 2 types of emails:



Formal



Informal

There are 2 ways of communication:

Nonverbal

Verbal





A Community at Work



Match how each worker helps the baker to do his/her job:









- Builds brick ovens.
- Sells flour to the baker.
- Provides the baker with apron (baker's uniform)
- Designs an advertisement for the baker.
- Helps the baker to save money.

Parents' tips: **Activity (1):** Help your child match how each worker can help the baker to do his job to ensure that the bread is ready to be sold.

Aim: Describe communication in the community within specialized services.

Subjects integration:

- **Social studies:** Describe examples of the services provided by individuals.
- **Vocational fields:** Describe how various professionals interact with others at work.



Activity 2 Read the following scenarios, then choose who can help in each:



1

When the grocer arrived to his shop. He noticed that the freezer is not freezing the food well.

Who should he call for help?

....

(Electrician - Doctor - Baker)



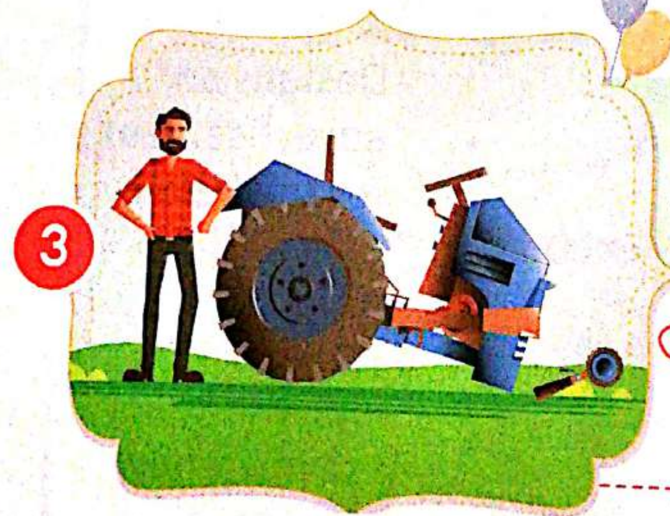
2

The baker has a big order, that she has to complete, but the eggs are not enough to finish baking.

Who should she call for help?

....

(Grocer - Electrician - Doctor)



3

The farmer's tractor is broken down.

Who should he call for help?

....

(Electrician - Mechanic - Doctor)

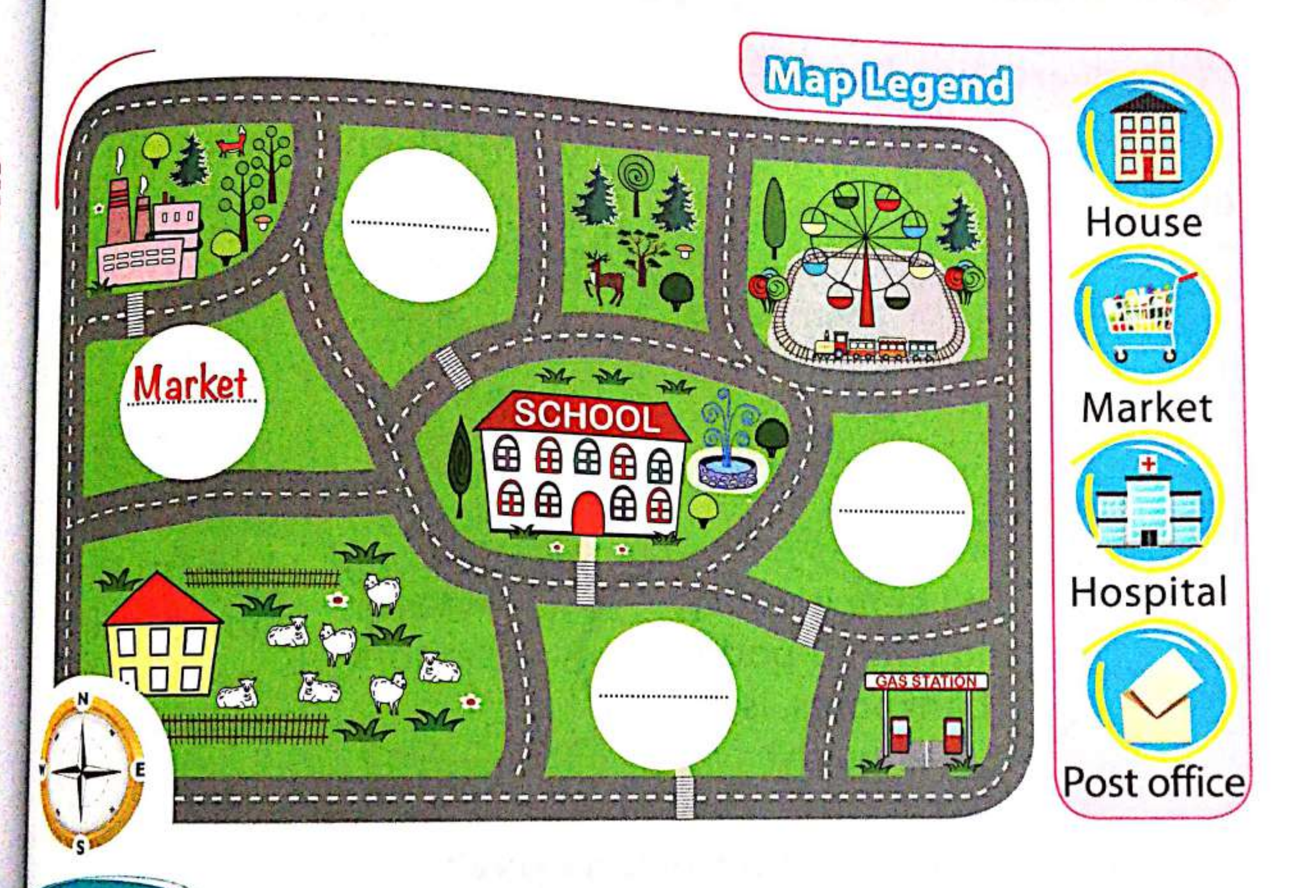
Parents' tips: Activity (2): Help your child read the given scenarios and identify the problem in each then let him/her choose who can help to solve each problem.

Aim: Describe communication in the community within specialized services.

Subjects Integration:

My Community

Activity 3 **Complete the map using the map legend, then answer:**



Choose:

1. **The house is at the .... of school.**
   (north - south - east - west)
2. **The post office is at the .... of school.**
   (north - south - east - west)
3. **The hospital is at the .... of school.**
   (north - south - east - west)

Parents' tips: **Activity (3):** Help your child look at the map, then let him/her write the names of the buildings on the map using the "Map Legend" & identify their directions using the compass rose.

Aim: Complete the map to show the local community.

Subjects Integration:

- English: Answer questions about key details in the map.
- Social studies: Use the compass rose to identify the local community on the map and identify the main directions.
- Life Skills: Observation - Organize parts to form a new or unique whole.





Cashier and Customer



Read, then answer:

1. Conversation between a lady and a cashier:







1 How much money did the lady pay?

 +  +  = L.E. ....

2 How much money will she get back (change left)?

\+ \+ \+ \+ = L.E. ....



O **Parents' tips: Activity (1):** Help your child read and understand the word problem and assist him/her in calculating the numbers to know the cost and the change.

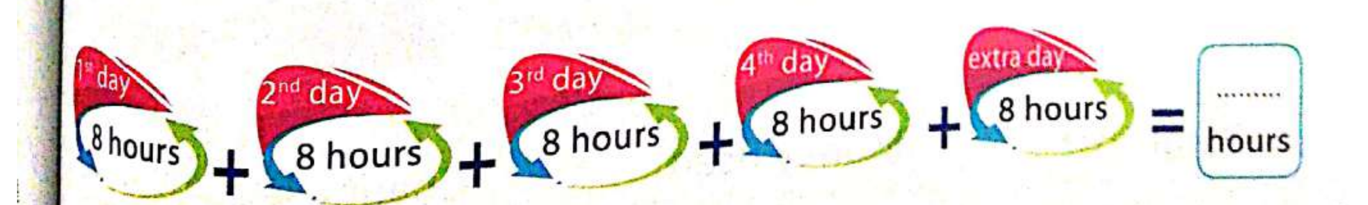
O **Aim:** - Analyze the purposes f...

Scanned by CamScanner

2. Conversation between clothes retailer and a store owner:



How many hours will the retailer work this week?

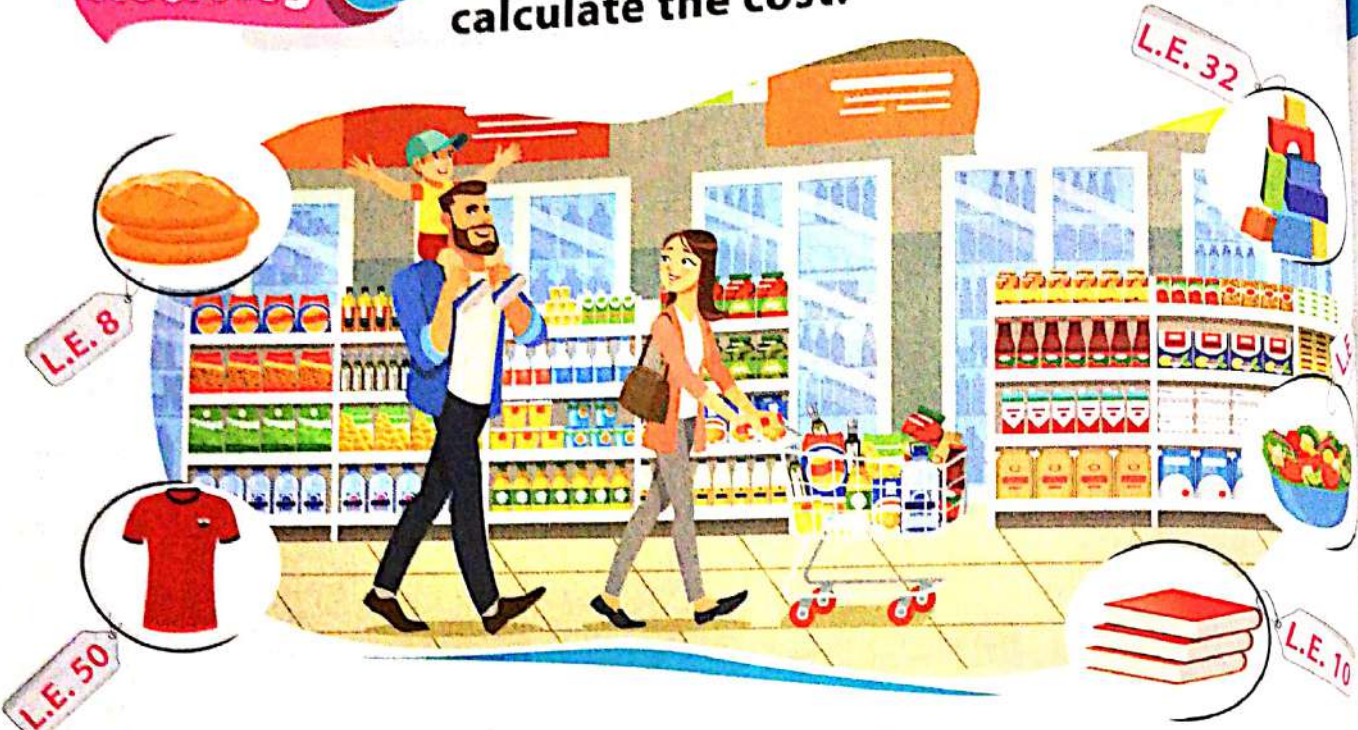


Subjects integration:

- **English:** Distinguish how specific words provide the key to answer the problems.
- **Math:** • Solve two-steps word problem involving money.
  • Solve word problem involving time.

Use Math to Shop

Activity 2 Look, then choose what you will buy, then calculate the cost:



Tick (✓) what you will buy:

- ◯ Bread
- ◯ Football shirt
- ◯ Building blocks
- ◯ Salad
- ◯ Books

Circle the money that you will need:



Total cost

....

Money used

....

Change left

= Money used – total cost

= ....

○ **Parents' tips: Activity (2):** Assist your child to do shopping from the given items, then help him/her calculate the money he/she needs ... money left (change) ...

:hen

L.E. 15

10

Lesson 8 Theme 1 and 2 Review

Activity 1 Answer the following:

Theme 1

Summary

Tick (✓) what you learned:

- ◯ How to be a good citizen.
- ◯ How to use strategies for peace.
- ◯ The importance of external body parts.
- ◯ How to keep ourselves safe and healthy.
- ◯ Steps of engineering design process.
- ◯ Job categories.
- ◯ Importance of income.

Your best work

- What is your best project in theme 1?

Your favorite experience

What is your favorite experience in theme 1?

....

Theme 2

Summary

Tick (✓) what you learned:

- ◯ The difference between stars and the sun.
- ◯ Knowing different habitats.
- ◯ Applying the engineering design process to build a project to help the habitat.
- ◯ Identifying the 3 states of matter.
- ◯ Name and describe

Your best work

- What is your best project in theme 2?

Your favorite experience

What is your favorite experience in theme 2?

....

Theme 3 and 4 Review



Answer the following:

Theme 3

Summary

Tick (✓) what you learned:

- ◯ The physical features of Egypt.
- ◯ Read a weather map.
- ◯ Write a radio script.
- ◯ Plan a trip around Egypt.
- ◯ Jobs in transportation.
- ◯ The unique characteristics of cities.
- ◯ The diversity among people and places.
- ◯ Investigate the aquatic ecosystem of the Nile River.

Your best work

- What is your best project in theme 3?

Your favorite experience

What is your favorite experience in theme 3?

Theme 4

Communication tips

Tick (✓) what you learned:

- ◯ Purpose of communication.
- ◯ We send a message by either mail or email.
- ◯ How to write a formal & informal email.
- ◯ We communicate both verbally and Nonverbally.
- ◯ All the workers in a community communicate with each other.
- ◯ Sometimes we use math for communication (during shopping)

Audience

Who might be interested in what you have learned?

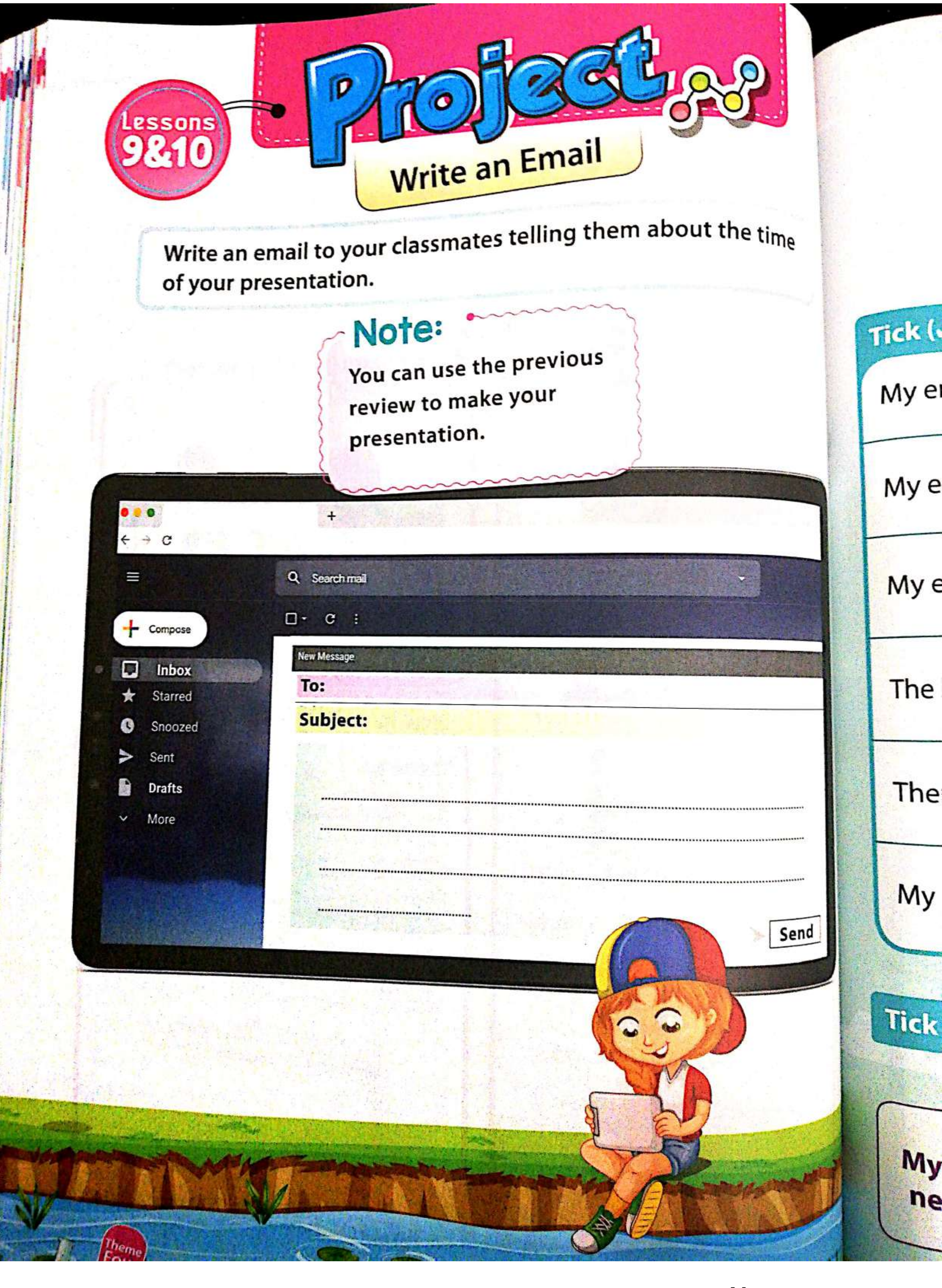
- ◯ Family members.
- ◯ School teachers.
- ◯ Community members.
- ◯ Friends.

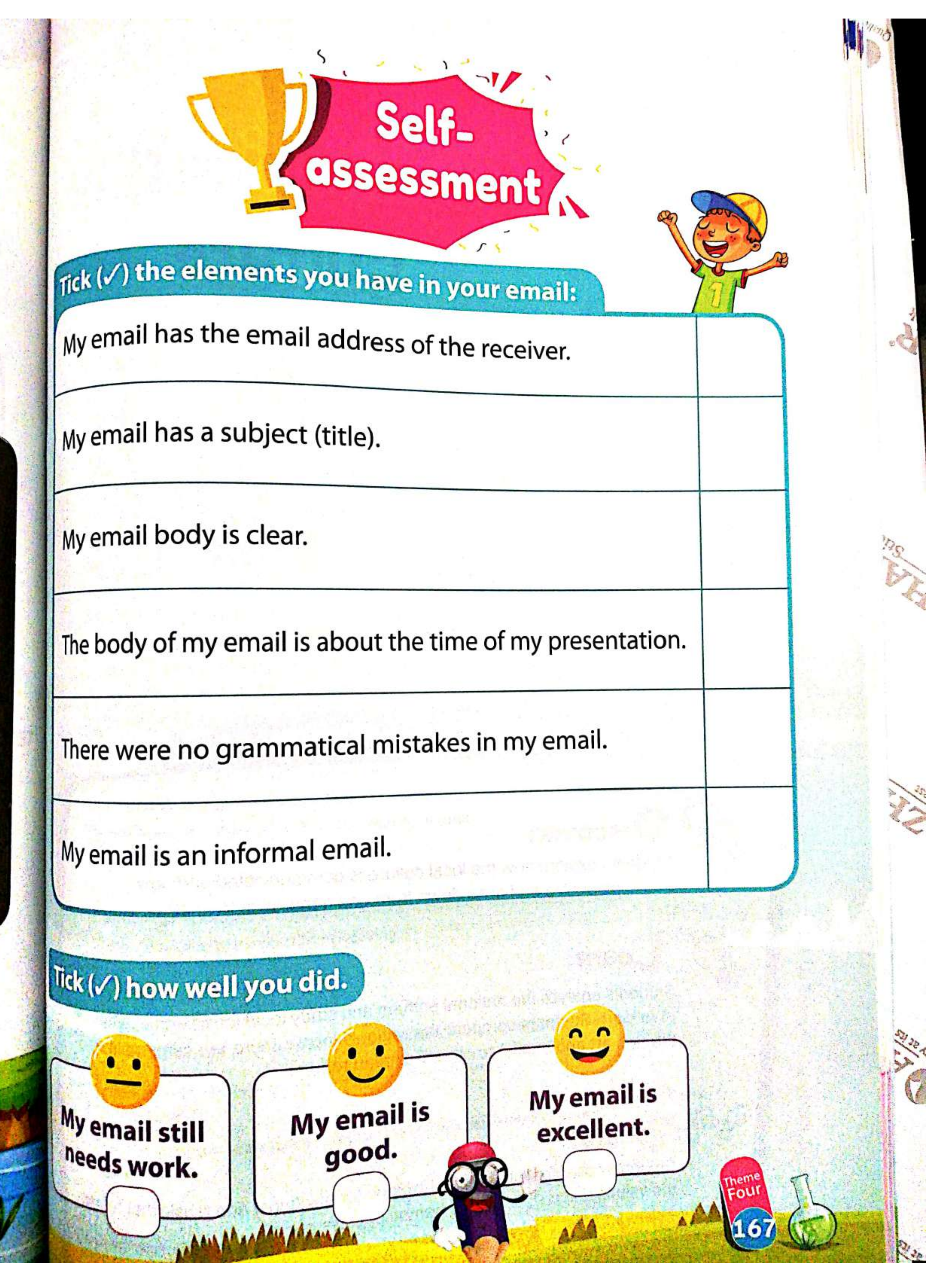
Your favorite experience

What is your favorite experience in theme 4?




I learned
Tick (✓) what you learned:
Our community members help each other to do their jobs.
Grocer
Clothes retailer
Bricklayer (Builder)
Banker
Artist
We use math in communication (for shopping)
How to make a review
Theme 1
Summary
Tick (✓) what you learned:
How to be a good citizen.
How to use strategies for peace.
The importance of external body parts.
How to keep ourselves safe and healthy.
Steps of engineering design process.
Job categories.
Importance of income.
Your best work
- What is your best project in the theme 1?
Your favorite experience
What is your favorite experience in theme 1?
Theme Four
165


Lessons 9&10
Project
Write an Email
Write an email to your classmates telling them about the time of your presentation.
Note:
You can use the previous review to make your presentation.
Search mail
Compose
Inbox
Starred
Snoozed
Sent
Drafts
More
New Message
To:
Subject:
Send



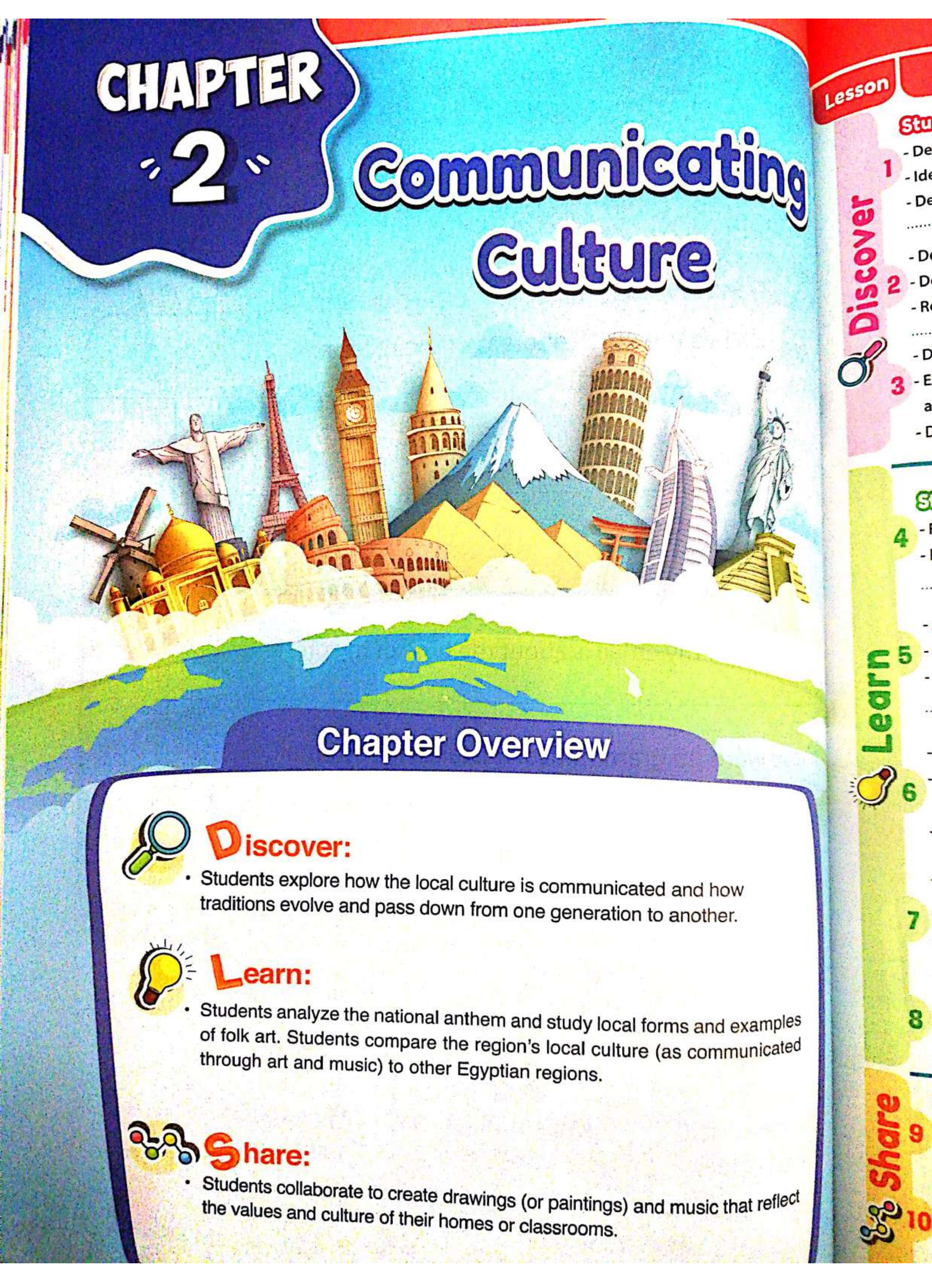
Self-assessment

Tick (✓) the elements you have in your email:

My email has the email address of the receiver.	
My email has a subject (title).	
My email body is clear.	
The body of my email is about the time of my presentation.	
There were no grammatical mistakes in my email.	
My email is an informal email.	

Tick (✓) how well you did.

- My email still needs work. ☐
- My email is good. ☐
- My email is excellent. ☐



CHAPTER 2

Communicating Culture

Chapter Overview

Discover:

- Students explore how the local culture is communicated and how traditions evolve and pass down from one generation to another.

Learn:

- Students analyze the national anthem and study local forms and examples of folk art. Students compare the region's local culture (as communicated through art and music) to other Egyptian regions.

Share:

- Students collaborate to create drawings (or paintings) and music that reflect the values and culture of their homes or classrooms.

Pacing Guide

Lesson	Instructional Focus	Key vocabulary
Discover	**Students will:**	
1	- Define culture. - Identify ways of showing a belonging to Egypt. - Describe participation in a community event.	- Culture.
2	- Define tradition. - Describe a family tradition. - Retell events in a story.	- Tradition.
3	- Describe how traditions evolve over time. - Explain how compromise benefits the development of new traditions within a culture. - Discover how traditions are influenced by different regions in Egypt.	- Compromise. - Evolve.
Learn	**Students will:**	
4	- Research and compare cultural traditions in two different regions. - Present comparisons.	- Region. - Tradition.
5	- Analyze the national anthem. - Create lyrics to a song to describe a community's culture. - Play musical instruments with their original song.	- Lyrics. - National anthem. - Values.
6	- Compare artwork and music from different regions in Egypt. - Describe the various influences of art and music in Egypt (in terms of immigration to Egypt, outside influences, and so on). - Describe art and music specific to the local community.	- Geography. - Influence. - Regions. - Resources.
7	- Describe characteristics of Egypt's environment revealed in folktales and stories. - Create an original piece of art from weaving.	- Folktale. - Loom. - Orally.
8	- Make egg shell mosaics. - Collaborate to plan an artistic project that reflects values and culture of home.	- Mosaic.
Share	**Students will:**	
9	- Collaborate to create an artistic project that reflects values and culture of home.	- Culture. - Mosaic.
10	- Share their artistic projects and explain how they reflect values and culture of home...	- Culture.


Lesson 1
Celebrations
Birthday
Eid Al Fitr
Sham El-Nessim
Christmas
Theme four

Reem and Amr Celebrate

Activity 1 Look at how they celebrate **"Eid Al Fitr"**, then choose:



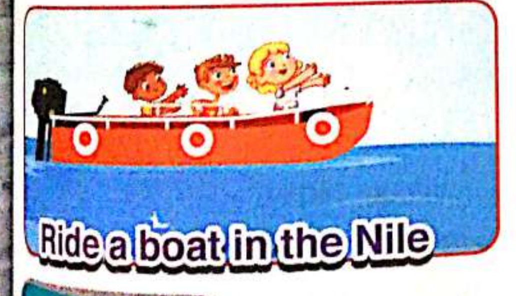
Reem
(wears new clothes).



Visit relatives



Eat Ka'ak



Ride a boat in the Nile

Amr
(wears new clothes).



Eid prayer



Eat Ka'ak



Play with friends in the park

Choose:

1. Amr and Reem go to the park in Eid Al Fitr. ◯ Yes ◯ No
2. Amr and Reem wear new clothes in Eid Al Fitr. ◯ Yes ◯ No
3. Do you think that there are some differences between Amr and Reem in celebrating Eid Al Fitr. ◯ Yes ◯ No

Parents' tips: Activity (1): Assist your child to notice the differences and similarities between the traditions of Amr and Reem in celebrating Eid Al Fitr, then help him/her answer the questions.

Aim: Describe participation in a community event.

Subjects integration:

- English: Compare similarities and differences between two texts on the same topic.
- Social ... ences and similarities between people.



Activity 2 Tick (✓) the items which belong to "Eid Al Fitr" celebration in Egypt.



- **Parents' tips: Activity (2):** Help your child look at the pictures and choose the activities which belong to Eid Al Fitr celebrations in Egypt.
- **Aim:** Describe the participation in a community event.
- **Subjects integration:**
  - **Economics and applied sciences:** Describe the clothing of different occasions.
  - **Science:** Use observations to describe the way of celebrating.
- **Life Skills:** Self-expression - Define relationships between different objects.

Our Community Celebrates

Activity 3 Now, tick (✓) the activities that your community does in "Eid Al Fitr", then draw one of these activities:

- ◯ Eid prayer.
- ◯ Eat herrings (Renga).
- ◯ Eat Ka'ak.
- ◯ Eat Koshari.
- ◯ Take Eideya from parents and relatives.
- ◯ Wear new clothes.
- ◯ Visit relatives.
- ◯ Play with friends.
- ◯ Ride a boat in the Nile.
- ◯ Go to parks.
- ◯ Ride a bike.
- ◯ Go to the beach.
- ◯ Go to the club.

Draw one of your activities



Choose

Do you think we all celebrate in the same way?

◯ Yes ◯ No

Parents' tips: Activity (3): Help your child choose the activities done in his/her community in celebrating Eid Al Fitr, then let him/her draw a picture of one of these activities.

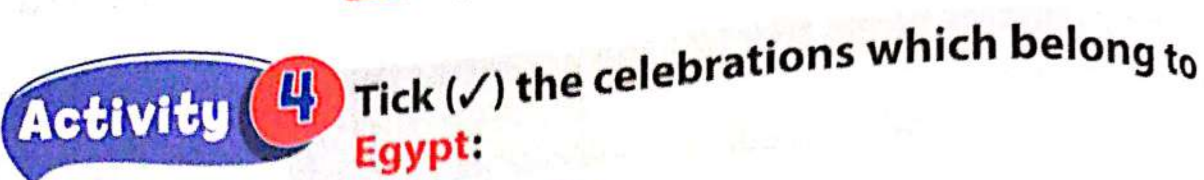
Aim: Describe the participation in a community event.

Subjects integration:

- **Social studies:** Describe ways that people show how they belong to the homeland or a culture.
- **Art:** Create art that explores personal interests.

Life Skills: Organize parts to form a new or unique whole.





Activity 4 Tick (✓) the celebrations which belong to Egypt:

















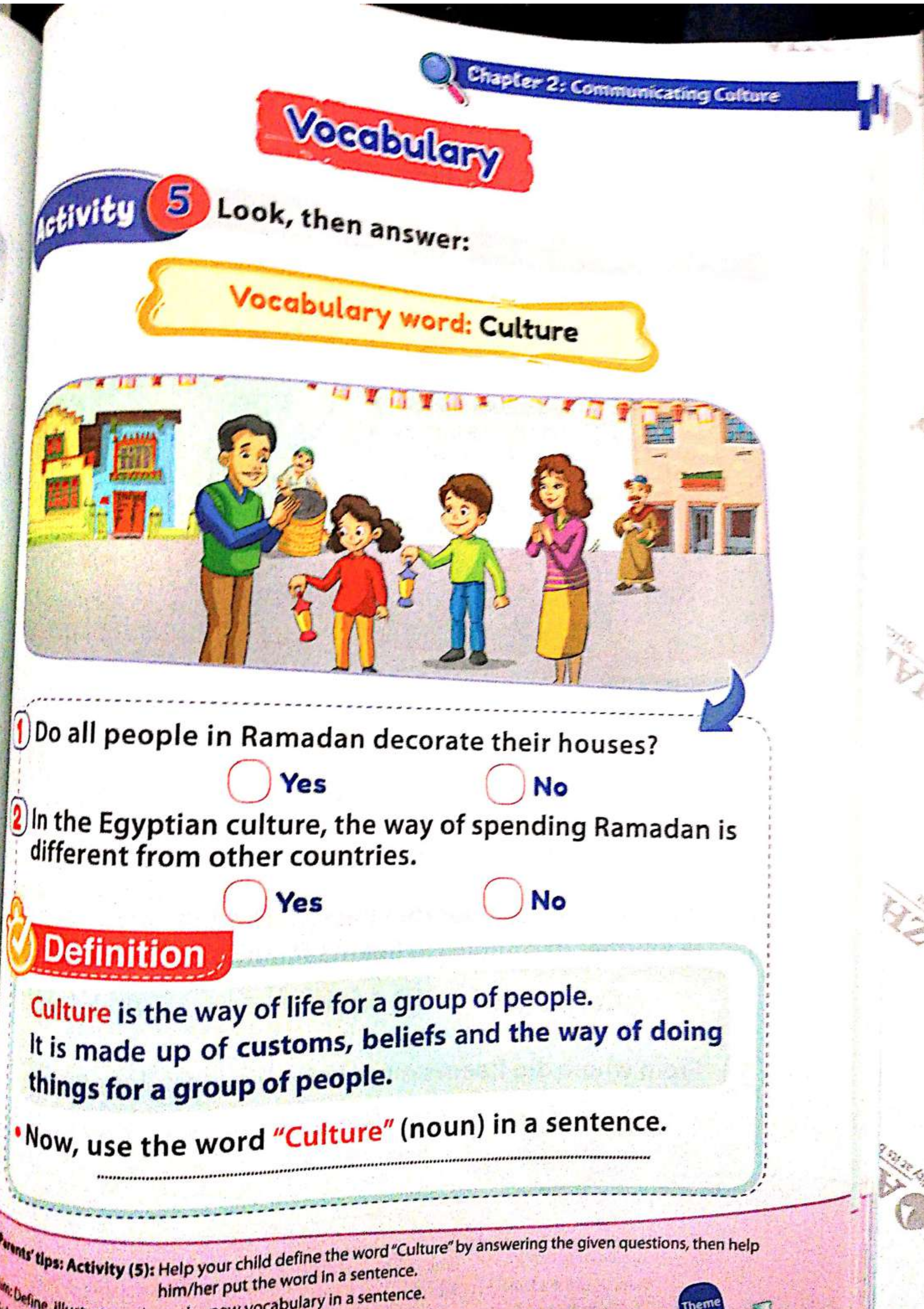


- **Parents' tips: Activity (4):** Help your child look at the pictures and choose the celebrations whic belong to Egypt.
- **Aim:** Identify ways of showing celebrations which belong to Egypt.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers about the celebrations related to Egy
  - **Social studies:** Describe ways that people use to show how they belong to the homeland or a culture.
- **Life Skills:** Respect di

Vocabulary

Activity 5 Look, then answer:

Vocabulary word: Culture



1) Do all people in Ramadan decorate their houses?

◯ Yes ◯ No

2) In the Egyptian culture, the way of spending Ramadan is different from other countries.

◯ Yes ◯ No

Definition

Culture is the way of life for a group of people.
It is made up of **customs, beliefs and the way of doing things for a group of people.**

• Now, use the word **"Culture"** (noun) in a sentence.

....

Parents' tips: Activity (5): Help your child define the word "Culture" by answering the given questions, then help him/her put the word in a sentence.

Aim: Define, illustrate and use the new vocabulary in a sentence.

Subjects integration:

- English: Define words and write sentences.
- **Social studies:** Identify the cultural features of celebrations in Egypt.
- Life Skills: ... between different objects.

Lesson 2

Reem's Traditions

Activity 1 Read, then tick (✓) the correct answer:

Hi, Reem. How do you celebrate Sham El-Nessim every year?

Hi, Amr. Every year, I color the eggs in the morning with my mom just like she used to do with her mom when she was young.

What else do you do in Sham El-Nessim?

We get dress and go to the and ride bikes

Choose

1. **What are the activities that Reem and her family do every year in Sham El-Nessim (traditions)?**

   ◯ Color eggs and go to the park. ◯ Swim.

2. **What are the activities that passed down from one person to another (traditions) in Reem's family?**

   ◯ Color eggs. ◯ Swim. ◯ Read stories.

3. **From whom did Reem's mom learn how to color eggs?**

   ◯ Her mom. ◯ Her dad. ◯ Her uncle.

- **Parents' tips: Activity (1):** Assist your child to read the story, then help him/her answer the questions to identify Reem's family traditions in celebrating Sham El-Nessim.
- **Aim:** Describe a family's traditions.
- **Subjects integration:**
  - **English:** Read the story and answer the questions.
  - **Social studies:** Explain ways the traditions contribute to the community and are passed on.
- **Life Skills:** Reading - Define relation



Activity 2 Write "A tradition" or "Not a tradition":

Go to the supermarket



Not a tradition

Color Eggs in Sham El-Nessim



A tradition

Play football with friends



....

Play with Ramadan lanterns in Ramadan



....

Eat Ka'ak in Eid Al Fitr



....

Brushing teeth every morning



Not a tradition

Note:

"Traditions" are the beliefs or behaviors that pass down from one generation to the next.



Parents' tips: Activity (2): Help your child differentiate between family and community traditions and other activities that are repeated without any significance.

Aim: Define tradition.

Subjects integration:

English: Read and comprehend an informational text.

Social studies: Diff... between the traditions and other activities.





Activity 3 Tick (✓) the Egyptian traditions when a baby is born:

Tradition

- ◯ The Sebou'
- ◯ Decorating Eggs

Who participates?

- ◯ Family, relatives and friends
- ◯ People you don't know

How did you know the tradition?

- ◯ From parents
- ◯ From grandparents
- ◯ From friends
- ◯ From the teacher
- ◯ From the internet
- ◯ From a book

Where did it come from?

- ◯ From the ancient Egyptians
- ◯ From Americans

- **Parents' tips: Activity (3):** Help your child choose the suitable answer(s) for the given questions to show the traditions of his/her community in celebrating a newborn baby.
- **Aim:** Describe a community's tradition.
- **Subjects integration:**
  - **English:** Read and answer questions.

Lesson 3

Mai's New Sham El-Nessim

Activity 1 Read, then answer:







Choose

1) **Why was Mai sad at the beginning of the story?**

- ◯ She won't be able to go to the beach this year.
- ◯ She lost her pencil case.

2) **What is Hoda's tradition on Sham El-Nessim?**

- ◯ Go to the park.
- ◯ Go to the Nile.

3) **How did Hoda solve Mai's problem and both are happy in the end?**

- ◯ They compromised.
- ◯ They played a game.

4) **What is Hoda and Mai new tradition in Sham El-Nessim?**

- ◯ Go to a park beside the Nile.
- ◯ Go to the zoo.

Remember: "Compromise" means each person gets some of what they want in order to find a solution.

- **Parents' tips: Activity (1):** Assist your child to read the story, then help him/her answer the questions to identify how new traditions might evolve based on where we live.
- **Aim:** Explain how a compromise benefits in the development of new traditions within a culture.
- **Subjects integration:**
  - **English:** - Read the story and answer the questions.
    - Identify the differences in points of view between the story's characters.
  - **Social studies:** Identify the environmental and cultural characteristics of some Egyptian regions.
- **Life Skills:** Reading - Problem solving.



Analyzing Traditions

Activity 2 Look at how different cities celebrate Sham El-Nessim, then answer:

In Alexandria


Color eggs


Eat Herrings (Renga)


Go to the beach

In Aswan


Color eggs


Eat Herrings (Renga)


Play beside the Nile

Choose:

1. People in Alexandria and Aswan are similar in their tradition in:
   - ◯ coloring eggs.
   - ◯ going to the beach.
2. People in Alexandria and Aswan are different in their tradition in:
   - ◯ the places they go to.
   - ◯ the activities they do.
3. People in Alexandria and Aswan during Sham El-Nessim visit places near them.
   - ◯ Yes
   - ◯ No

- **Parents' tips: Activity (2):** Assist your child to read and understand the difference between celebrating Sham El-Nessim in Alexandria and Aswan, then help him/her answer the questions.
- **Aim:** Discover how traditions get influenced by different regions in Egypt.
- **Subjects integration:**
  English: Rea...



Where We Live



Write and stick a picture of where you live and how it affects your traditions in Sham El-Nessim:



- I live in ....

Your city



In Sham El-Nessim

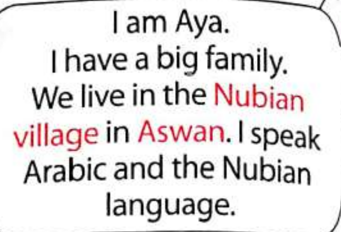
- I like to eat ....
- I go to ....
- My favorite activity is ....

Note:
Traditions can change based on where people live.

Parents' tips: Activity (3): Help your child stick a picture for his/her city and complete the sentences to show his/ ... El-Nessim.



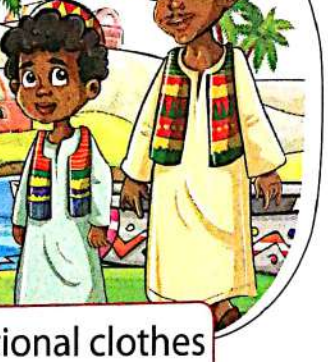
Researching Culture





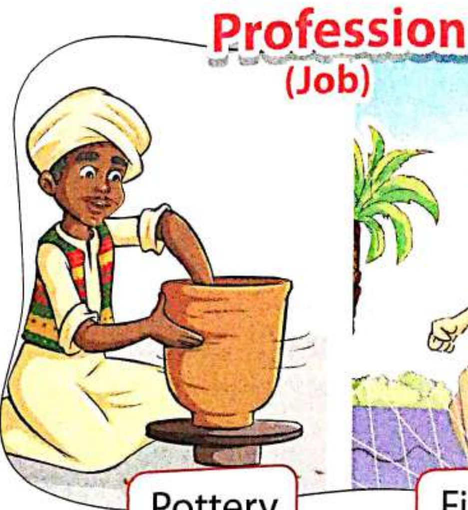
Read, then answer:

Clothes



Nubian traditional clothes

Profession (Job)





Pottery

Fishing

Tradition



We celebrate the newborn "make sebou'" beside the Nile.

Choose

1. **Nubian people's job (profession) depend on the Nile.**

   ◯ Yes ◯ No

2. **Nubian people's tradition depend on the Nile.**

   ◯ Yes ◯ No

○ **Parents' tips: Activity (1):** Assist your child to read about Aya's culture, then help him/her answer the questions.
- Hint: With your guid...

Comparing Cultures

Activity 2

Now, complete the figure using words to compare between Aya's and Yara's culture:

[Traditional clothes - Big family - pottery - Nile]

Yara





I am from Aswan.



Yara:

- **Family**
  Small family
- **Clothes**
  Non-traditional
- **Profession**
  Sailor
- **Tradition**
  Celebrate the newborn babies in houses.

Similarity (between Aya and Yara):

- **Celebration**
  Sebou'
- **Profession**
  Fishing
- **Language**
  Arabic

Aya:

- **Family**
  ....
- **Clothes**
  ....
- **Profession**
  ....
- **Tradition**
  Celebrate the newborn babies beside the........

Parents' tips: **Activity (2):** Help your child re-read the previous text, then let him/her complete using the given words to know the differences and similarities between Aya's and Yara's culture. ... regions.



Activity 3 Look at the map, then complete using the words below to know the "main water bodies" in Egypt.

[Nile River - Red Sea - Lake Nasser]

Mediterranean Sea

Gulf of Aqaba

Gulf of Suez

....

....

....

We use water in our culture...



To trade (sell or buy)



To make salt



To celebrate



To make pottery from clay

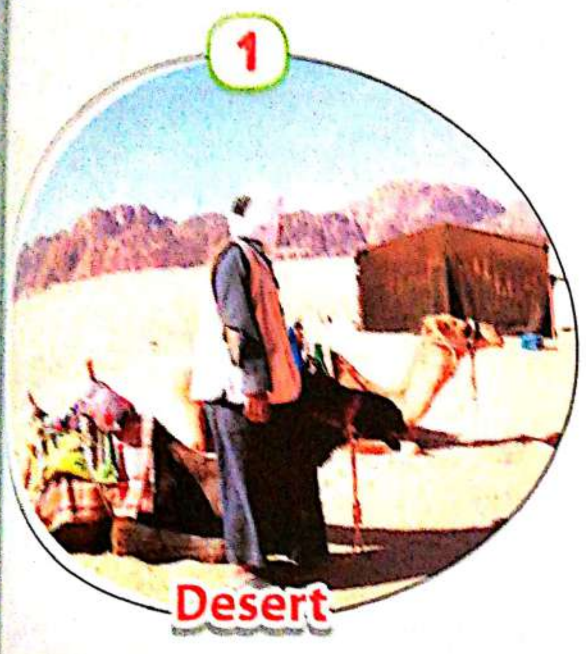
- **Parents' tips: Activity (3):** Assist your child to look at the map to identify the major water bodies in Egypt and understand the importance of the seas and the river in our lives, then help him/her fill in the spaces with the correct answers.
- **Aim:** Identify the major water bodies in Egypt

Theme

Activity 4

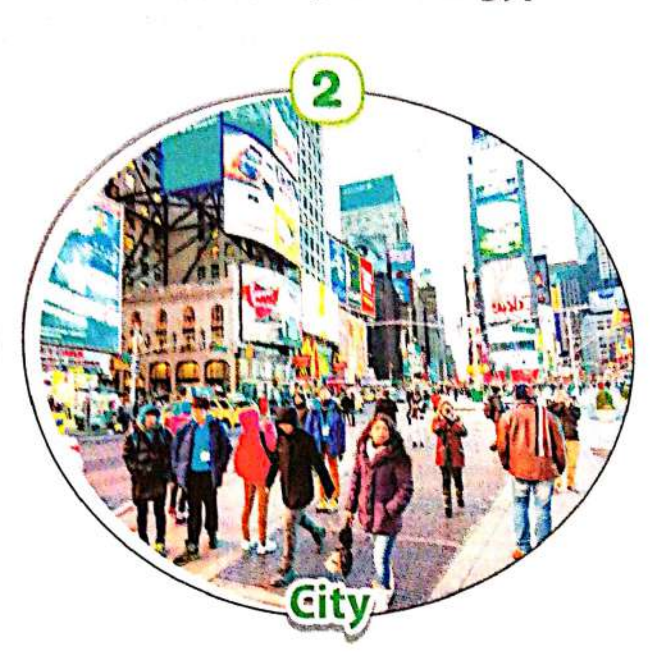
Choose the correct answer to know the difference between cultures in different regions of Egypt:

1



Desert

2



City

1. **• In the desert people wear .... clothes.**

- ◯ formal
- ◯ informal

• They work in: ....

- ◯ raising camels
- ◯ building houses

• In the desert we can find museums and theaters?

- ◯ Yes.
- ◯ No.

2. **• In the city people wear .... clothes.**

- ◯ formal
- ◯ informal

• They work as: ....

- ◯ farmers
- ◯ doctors and engineers

• In the city we can find museums and theaters?

- ◯ Yes.
- ◯ No.

Parents' tips: Activity (4): Assist your child to look at the pictures and identify the difference in the clothing and jobs in the desert and the city, then help him/her answer the questions.

Aim: Compare between the cultures in different regions.

Subjects integration:

English: ... details in a picture. ... different Egyptian regions.



I learned

Tick (✓) what you learned:

"Culture" is the way of life for a group of people.

"Traditions" the beliefs or behaviors that pass down from one generation to the next.

We learned the major bodies of water in Egypt.

- To solve our problems we compromise.
- Traditions can change based on where people live.

There are differences between cultures in different regions of Egypt.



Egyptian National Anthem

Read the "Egyptian national anthem":

My homeland, My homeland, My
homeland.
You have my love and heart.
Egypt! O mother of all countries,
You are my hope and ambition,

بِلادِى بِلادِى بِلادِى لَكِ حُبِّـى وفُـؤادِى
مِصْرُ يَـا أمَّ البِـلاد أنْتِ غَايَتِى والمُـرَاد

And for all people,
How can one count your Nile
countless graces!
Egypt, land of bounties
You are filled with the ancient glory.

وعلَى كُـلّ العِبَاد كَمْ لنيلِكِ مِنْ أيادِي
مِصرُ يَا أرضَ النَّعِيم فُزْتِ بالْمجْدِ القَدِيم

My purpose is to repel the enemy
And on God I rely
Egypt Most precious gem,
A blaze on the brow of eternity!

مَقْصِدِى دفعُ الغَرِيمِ وعلَى اللهِ اعْتِمَادِى
مِصرُ أنتِ أغلَى دُرَّة فَوْقَ جَبِينِ الدَّهرِ غُرَّة

O my homeland, be forever free, safe
from every enemy!
Egypt, noble are thy children.
Loyal, and guardians of the reins.

يا بِلادِى عِيشِى حُرَّة واسْلَمِى رَغْمَ الأعَادِى
مِصْـرُ أولادُكِ كِـرَام أوفيَـاء يرعَوا الزِّمَام

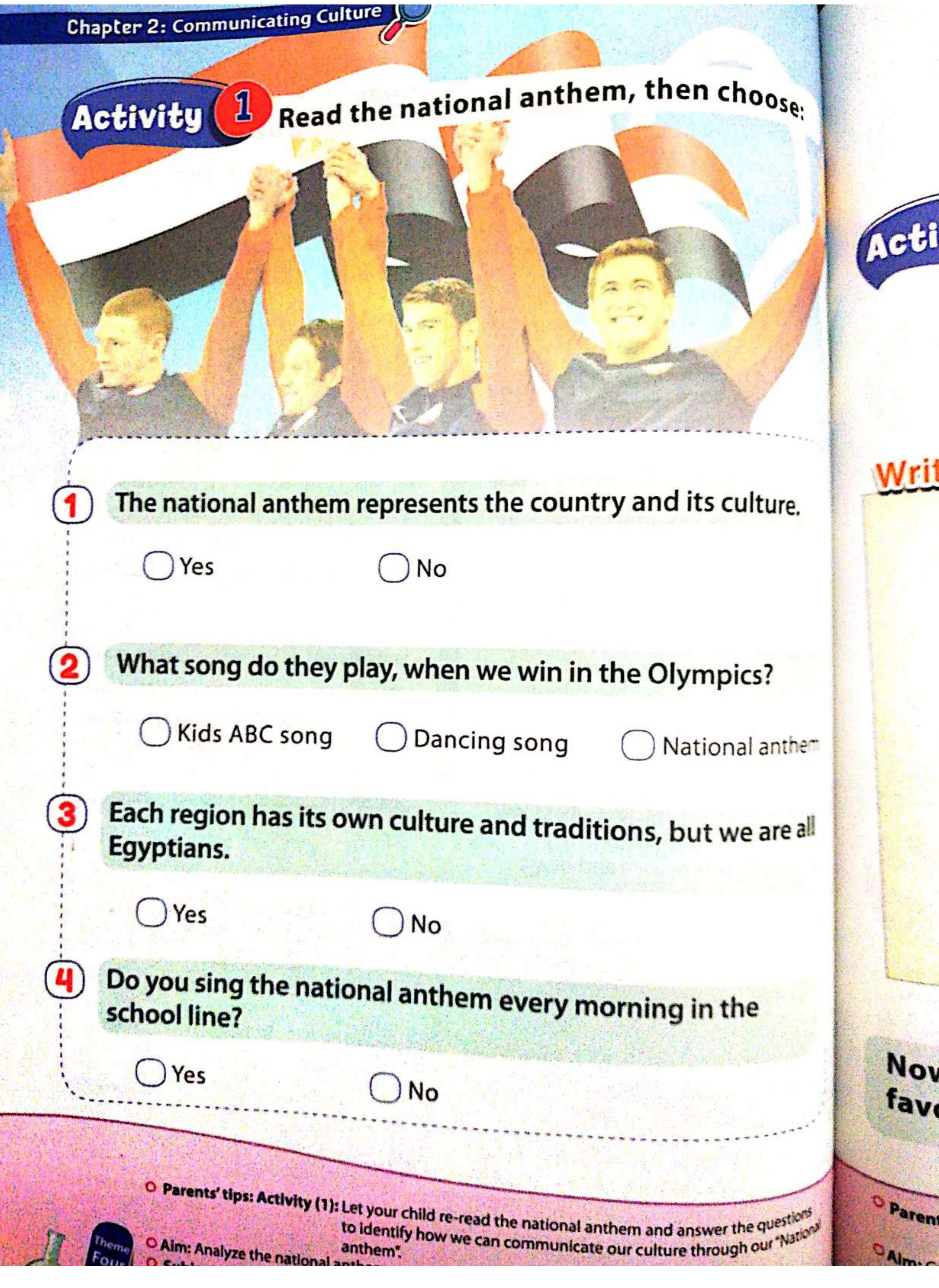
Egypt! You will attain best hopes,
By their unity and mine.
My homeland, my homeland, my
homeland.
You have my love and heart.

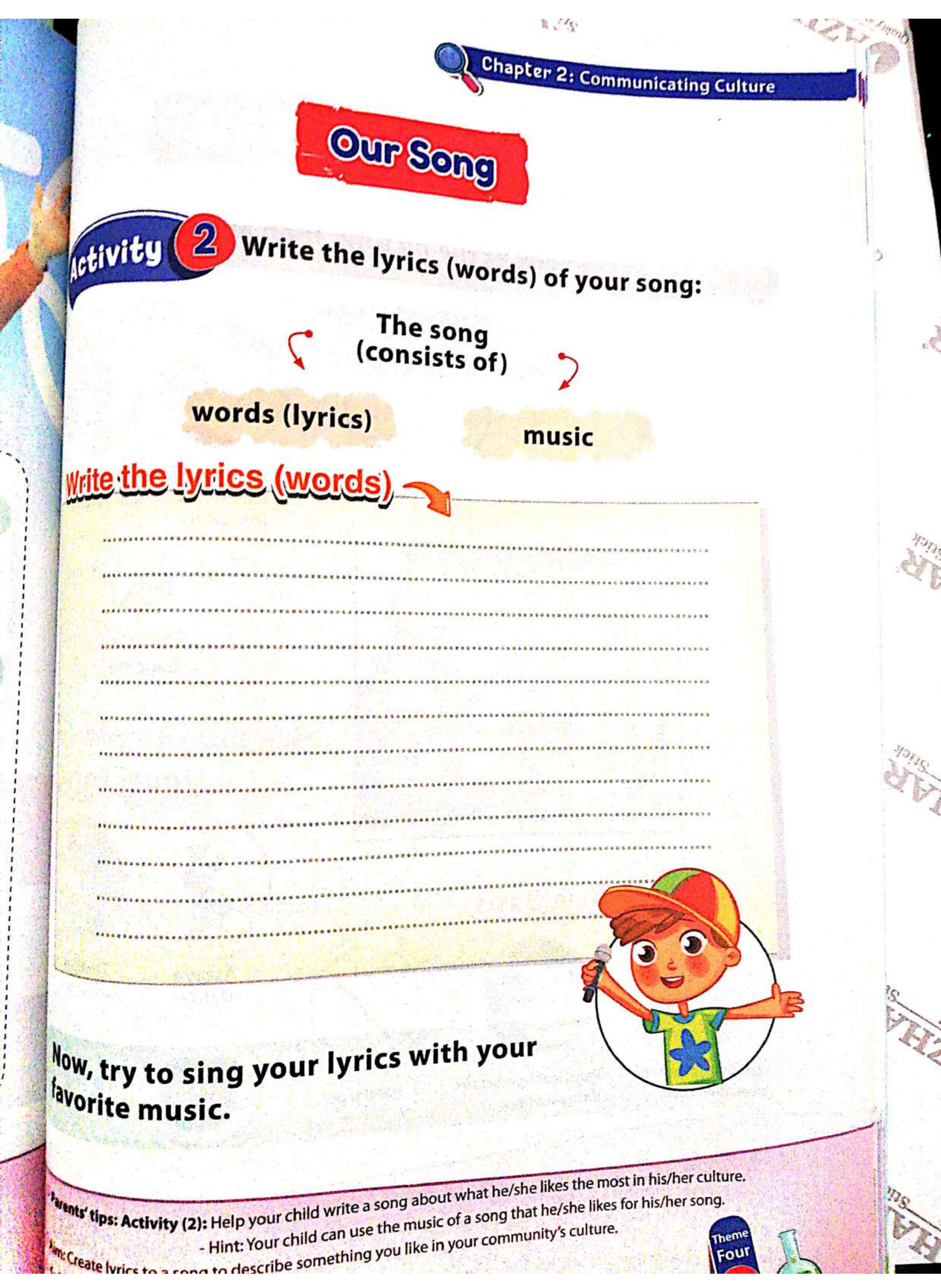
سَوْفَ تَحْظَىْ بالمُرَام باتِّحَادِهِـم واتِّحَادِى
بِـلادِى بِـلادِى بِـلادِى لَكِ حُبِّى وفُـؤادِى

Note:
- **Values** are the good things.
- **Description** is the things that tell what something is like.

Parents' tips: Assist your child in reading the lyrics of the "Egyptian national anthem" in both languages and help him/her understand the words and identify the words that represent the "values" and "description" that impress the emotions.
Aim: Analyze the national anthem.
Subjects integration:
... the values and impress the emotions.
... group.




Chapter 2: Communicating Culture
Activity 1 Read the national anthem, then choose:
1 The national anthem represents the country and its culture.
Yes
No
2 What song do they play, when we win in the Olympics?
Kids ABC song
Dancing song
National anthem
3 Each region has its own culture and traditions, but we are all Egyptians.
Yes
No
4 Do you sing the national anthem every morning in the school line?
Yes
No
Parents' tips: Activity (1): Let your child re-read the national anthem and answer the questions to identify how we can communicate our culture through our "National anthem".
Aim: Analyze the national anthem
Theme Four
Activity
Write
Now
fave
Parent
Aim:



Our Song

Activity 2 Write the lyrics (words) of your song:

The song (consists of)

words (lyrics)

music

Write the lyrics (words)

....

....

....

....

....

....

....

....

....

....

....

....

Now, try to sing your lyrics with your favorite music.

Parents' tips: Activity (2): Help your child write a song about what he/she likes the most in his/her culture.
- Hint: Your child can use the music of a song that he/she likes for his/her song.

Aim: Create lyrics to a song to describe something you like in your community's culture.



Lesson 6 Regional Arts and Music

Activity 1 Look at the picture, then answer:

- **Parents' tips: Activity (1):** Help your child look at the map of Egypt to identify how we can communicate our culture through arts, music and local industries, then let him/her answer the questions.
- **Aim:** Compare artwork and music from different regions in Egypt.

Choose

1) Sinai and Siwa Oasis have .... in common.

- ◯ folk music
- ◯ palm leaf handicrafts
- ◯ handmade carpets

2) The clay in the soil of upper Egypt, is used in ...... industry.

- ◯ textiles
- ◯ assaya dance
- ◯ pottery

3) The wool which is used in the handmade carpets comes from ....

- ◯ cotton
- ◯ sheep
- ◯ clay

4) Suez is famous with ....

- ◯ reed pipe
- ◯ folk music
- ◯ pottery

5) Assaya dance is from .... arts.

- ◯ Sinai
- ◯ Upper Egypt
- ◯ Siwa Oasis

Subjects integration:

...ilarities and differences between the populations of

Looking Beyond Egypt

Activity 2 **Look at the map, then answer:**

Italy
Greece
Turkey
Mediterranean Sea
Palestine
Libya
Egypt
Red Sea
Sudan

"People travel and move around the world, bring their cultures with them and learn about new cultures in new places."

Parents' tips: Activity (2): Help your child look at the map, identify the names of the countries which border Egypt to the west and the south; the water bodies that border Egypt to the north, and the countries that lie to the north of the Mediterranean Sea and discuss with him/her how communication with these countries affect our culture, then let him/her answer the questions

Aim: Describe various influences of ...



Choose

1) Libya is the country that borders Egypt to the .... side.

- ◯ north
- ◯ south
- ◯ east
- ◯ west

2) The water that borders Egypt to the "north" is the ....

- ◯ Red Sea
- ◯ Mediterranean Sea
- ◯ River Nile

3) Sudan is the country that borders Egypt to the .... side.

- ◯ north
- ◯ south
- ◯ east
- ◯ west

4) Tick (✓) the names of the three countries at the north side of the Mediterranean Sea.

- ◯ Libya
- ◯ Turkey
- ◯ Sudan
- ◯ Greece
- ◯ Italy

5) The culture of the people living at the west border of Egypt is affected by .... culture.

- ◯ Libya's
- ◯ Italy's
- ◯ Sudan's

6) The sea that borders Egypt to the "east" is the ....

- ◯ Red Sea
- ◯ Mediterranean Sea
- ◯ River Nile

7) Palestine is the country that borders Egypt to the .... side.

- ◯ west
- ◯ east
- ◯ south

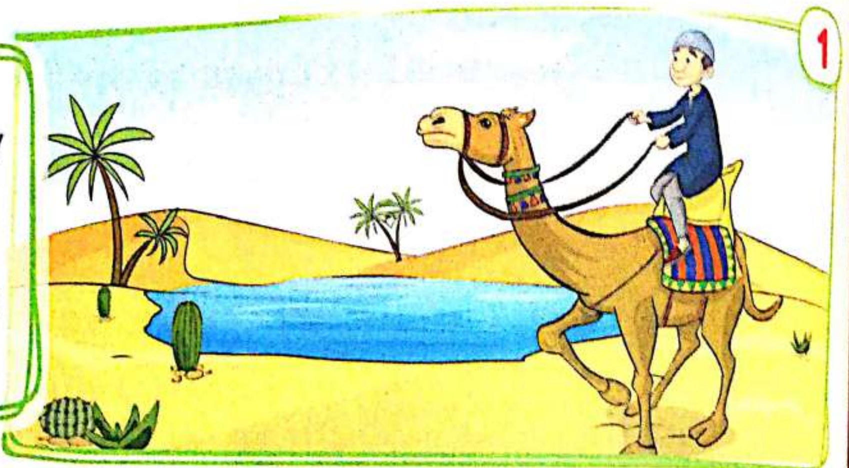
Subjects integration:
English: Answer questions about key details in the map.
Social studies: - Identify the borders of Egypt to the north, south and west.
... affected by neighboring countries.





Activity 1 Read the story, then answer:

Once upon a time, a man rode a camel through many regions of Egypt.
He saw the great sands of the Western Desert and the palm trees in Siwa Oasis.



He also visited rural areas and met farmers growing cotton.



He watched the boats in the canal region and rode through the Nile from the great "Pyramids" till the "High Dam" in Aswan.



- **Parents' tips: Activity (1):** Assist your child to read and understand the folktale and let him/her know what a "Folktale" is and how it represents a culture, then help him/her answer the checklist.
- **Aim:** Describe the characteristics of the Egyptian environment revealed in folktales and stories.

When he returned home, he described all places he visited to his wife, while she was weaving a blanket with an image that looks real.



And one day while she was shaking out the blanket, strong winds stretched-out the blanket until it became as big as the great Pyramid, so she stepped carefully into the blanket and visited the Pyramids.



Folktales checklist

- It begins with "Once upon a time" or "long long ago" ☐
- It was a/an good/evil story. ☐
- It contains an imaginary part. ☐
- It has a problem to solve. ☐
- It has fictional (magical) ending. ☐

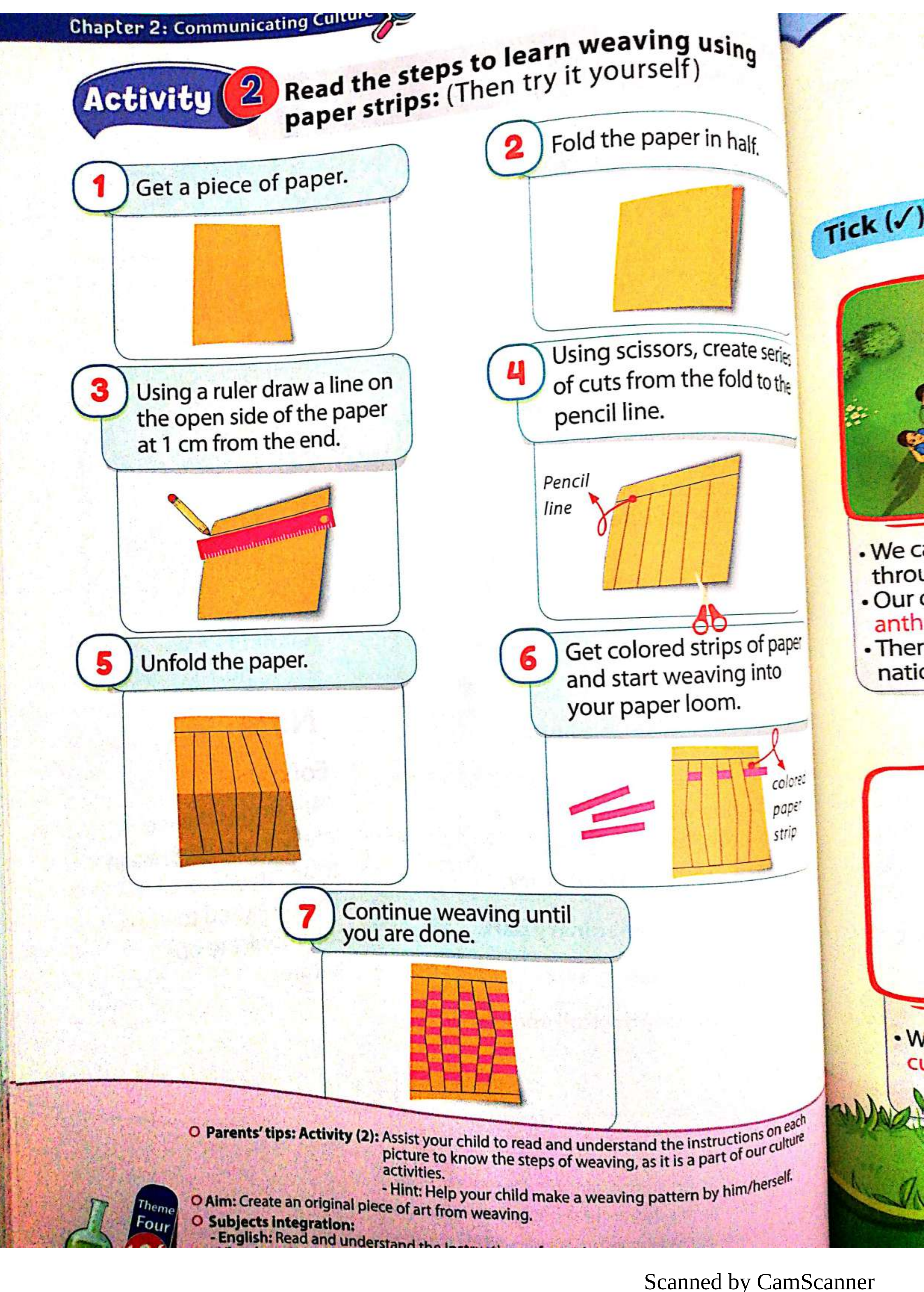
Note:

Folktales:
"Are stories passed orally from one person to another."
They are used to communicate our culture.

Subjects integration:
- **English:** Read and understand the story, then answer the question.
- **Social studies:** Describe the characteristics of the Egyptian environment revealed in folktales and stories.
- **Life Skills:** Reading - Define relationships between different objects.



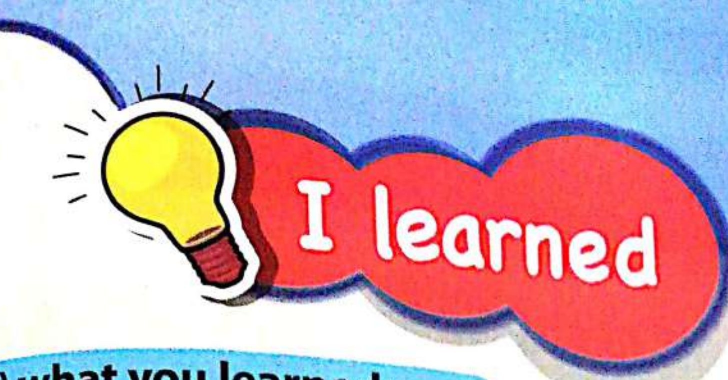




Activity 2 Read the steps to learn weaving using paper strips: (Then try it yourself)

1. Get a piece of paper.
2. Fold the paper in half.
3. Using a ruler draw a line on the open side of the paper at 1 cm from the end.
4. Using scissors, create series of cuts from the fold to the pencil line.
5. Unfold the paper.
6. Get colored strips of paper and start weaving into your paper loom.
7. Continue weaving until you are done.

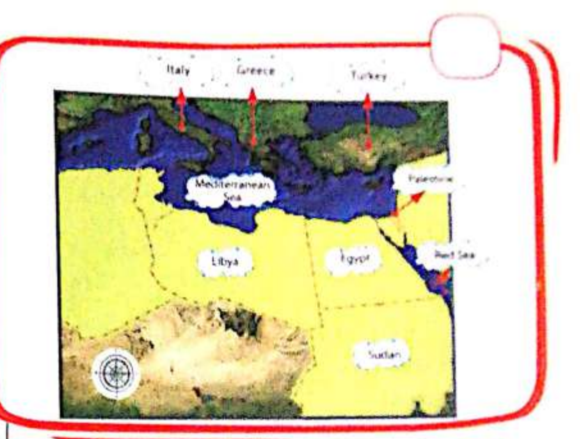
- **Parents' tips: Activity (2):** Assist your child to read and understand the instructions on each picture to know the steps of weaving, as it is a part of our culture activities.
  - Hint: Help your child make a weaving pattern by him/herself.
- **Aim:** Create an original piece of art from weaving.
- **Subjects integration:**
  - **English:** Read and understand the instructions...



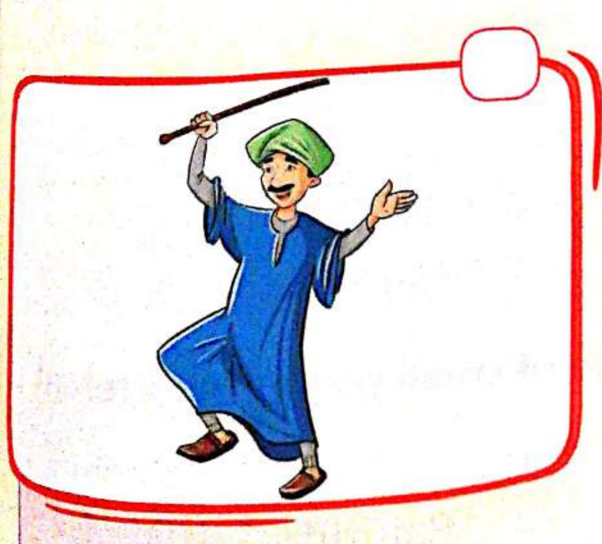
Tick (✓) what you learned:



- We can communicate our culture through our National anthem.
- Our country has its own national anthem (unique).
- There are many values in our national anthem.



- People travel and move around the world, bring their cultures with them and learn about new cultures in new places.



- We can communicate our culture through art and music.



Folktales: Are stories passed orally from one person to another (they are used to communicate our culture).







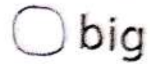






Note:

Mosaic is a picture that is made by using small pieces of materials with different colors to create patterns. (materials can be seeds, beads, glass, paper and stone).



1. The images are all made up of .... pieces.
   - ◯ small
   - ◯ big
2. .... is a picture that is made of small pieces in different colors to make pattern.
   - ◯ Mosaic
   - ◯ Painting

- **Parents' tips: Activity (1):** Assist your child to look at the given pictures for different mosaics that are used to communicate our culture, then let him/her answer the questions.
- **Aim:** Understand the meaning of "mosaic".
- **Subjects integration:**
  - **English:** Define words.
  - **Social studies:** Describ...





Tick (✓) the type of culture that each mosaic picture represents:

Style of clothings



- ◯ Musical instruments
- ◯ Clothing
- ◯ Pottery
- ◯ Weaving

Transportations



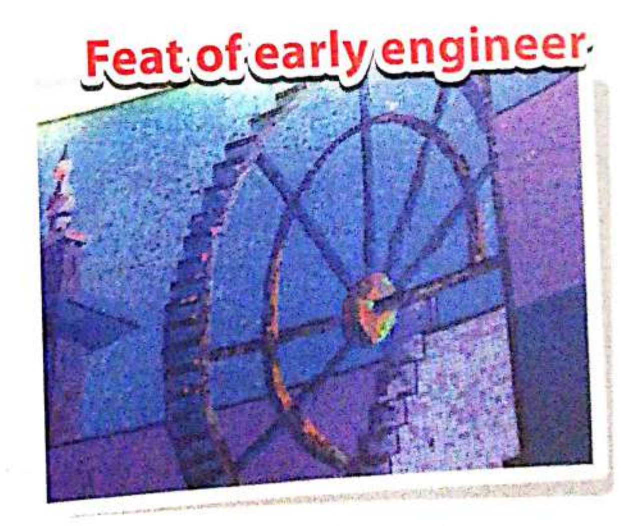
- ◯ School
- ◯ Transportation
- ◯ Hospital
- ◯ Engineering

Musical instruments



- ◯ Clothing
- ◯ Musical instruments
- ◯ Transportation
- ◯ Engineering

Feat of early engineer



- ◯ Early engineering
- ◯ Musical instruments
- ◯ Clothing
- ◯ Transportation

Parents' tips: Activity (2): Help your child look at the given pictures to understand how we use mosaic to communicate our culture, then let him/her answer the questions.

Aim: Understand the importance of art in communicating culture.

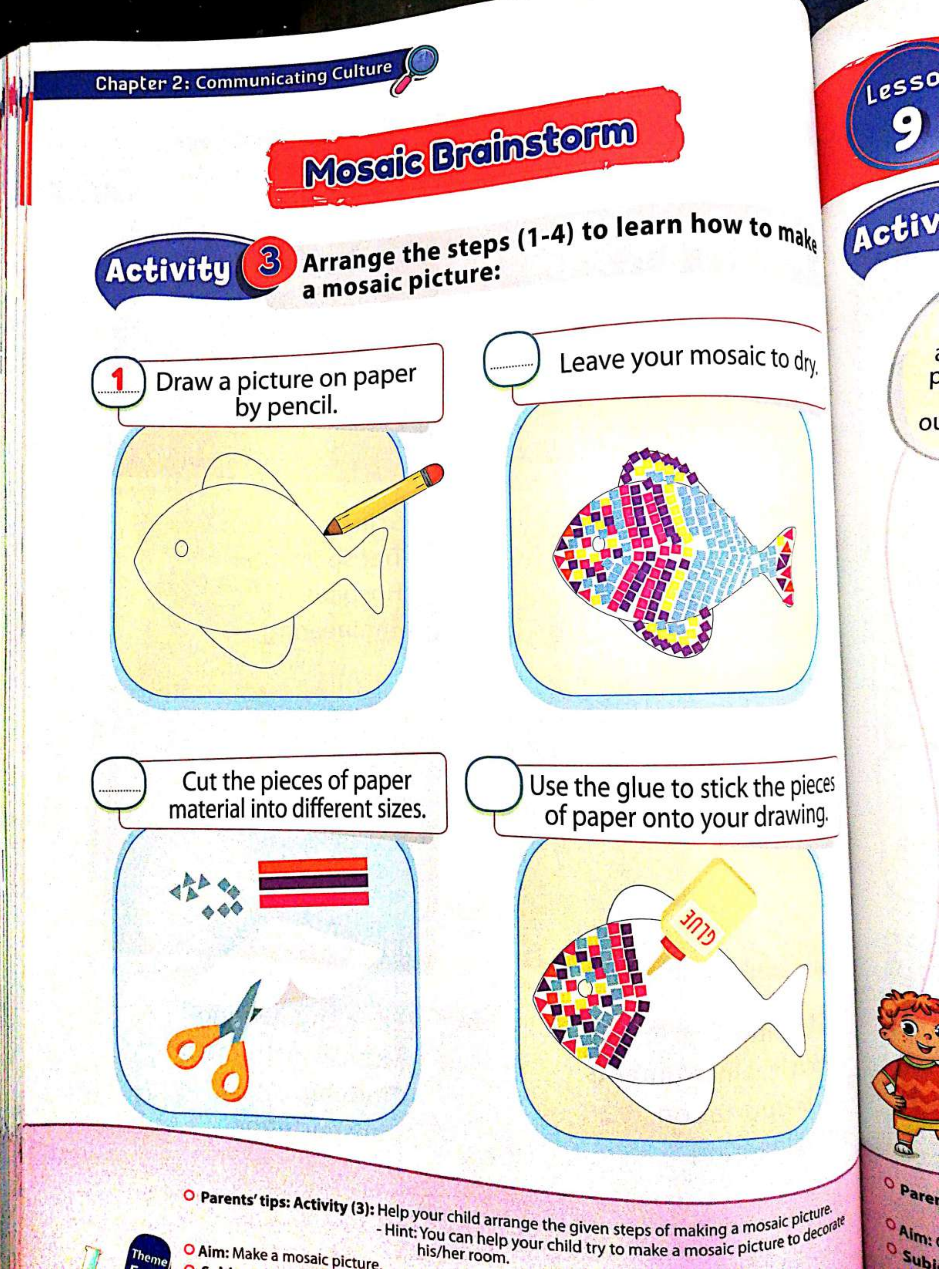
Subjects int... culture with others.





Mosaic Brainstorm

Activity 3 Arrange the steps (1-4) to learn how to make a mosaic picture:



1. Draw a picture on paper by pencil.

.... Leave your mosaic to dry.

.... Cut the pieces of paper material into different sizes.

.... Use the glue to stick the pieces of paper onto your drawing.

- **Parents' tips: Activity (3):** Help your child arrange the given steps of making a mosaic picture.
  - Hint: You can help your child try to make a mosaic picture to decorate his/her room.
- **Aim:** Make a mosaic picture.

lesson 9

Culture Splash

Activity **Complete your design tasks:**



My Teamwork

- **Who is responsible for the idea?**

  Name: ....

- **Who is responsible for the design?**

  Name: ....

- **Who is responsible for collecting the materials?**

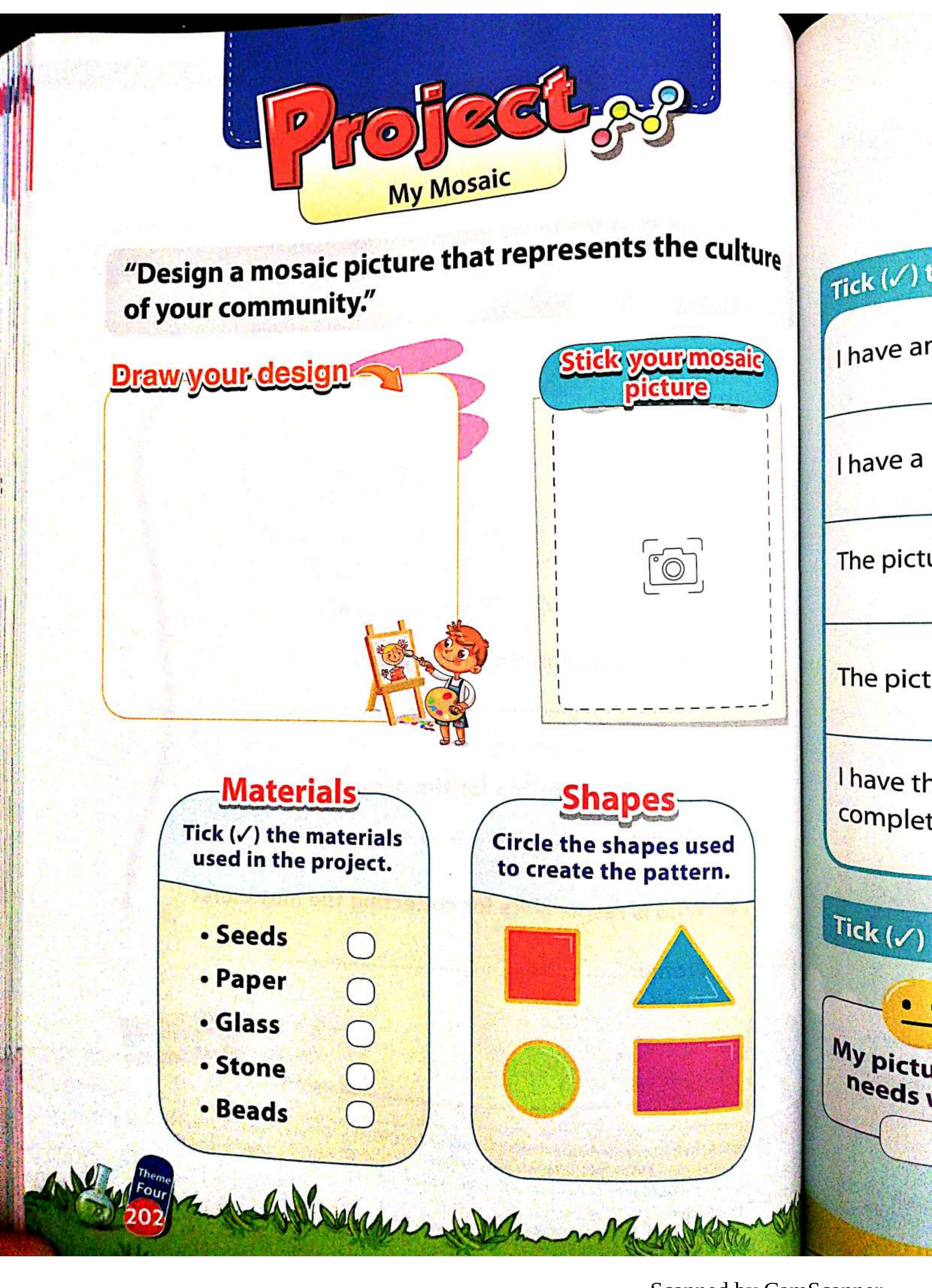
  Name: ....

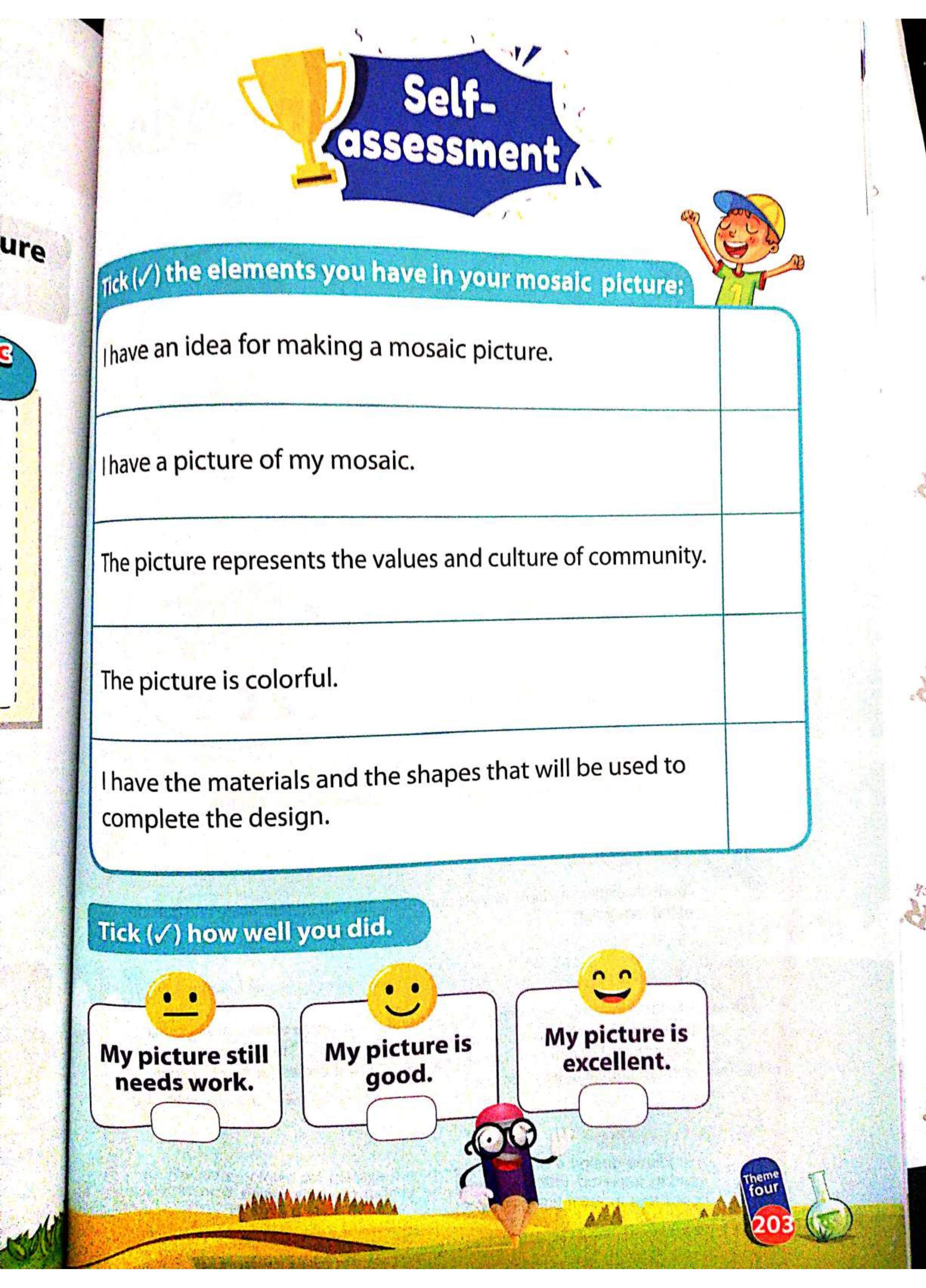


Parents' tips: Activity: Let your child understand this page and share it with his/her friends to plan their project and divide the tasks equally between the team to learn how to work in groups.

Aim: Collaborate to create an artistic project that reflects values and culture of home.




Project
My Mosaic
"Design a mosaic picture that represents the culture of your community."
Draw your design
Stick your mosaic picture
Materials
Tick (✓) the materials used in the project.
• Seeds
• Paper
• Glass
• Stone
• Beads
Shapes
Circle the shapes used to create the pattern.
Theme Four
202



Self-assessment

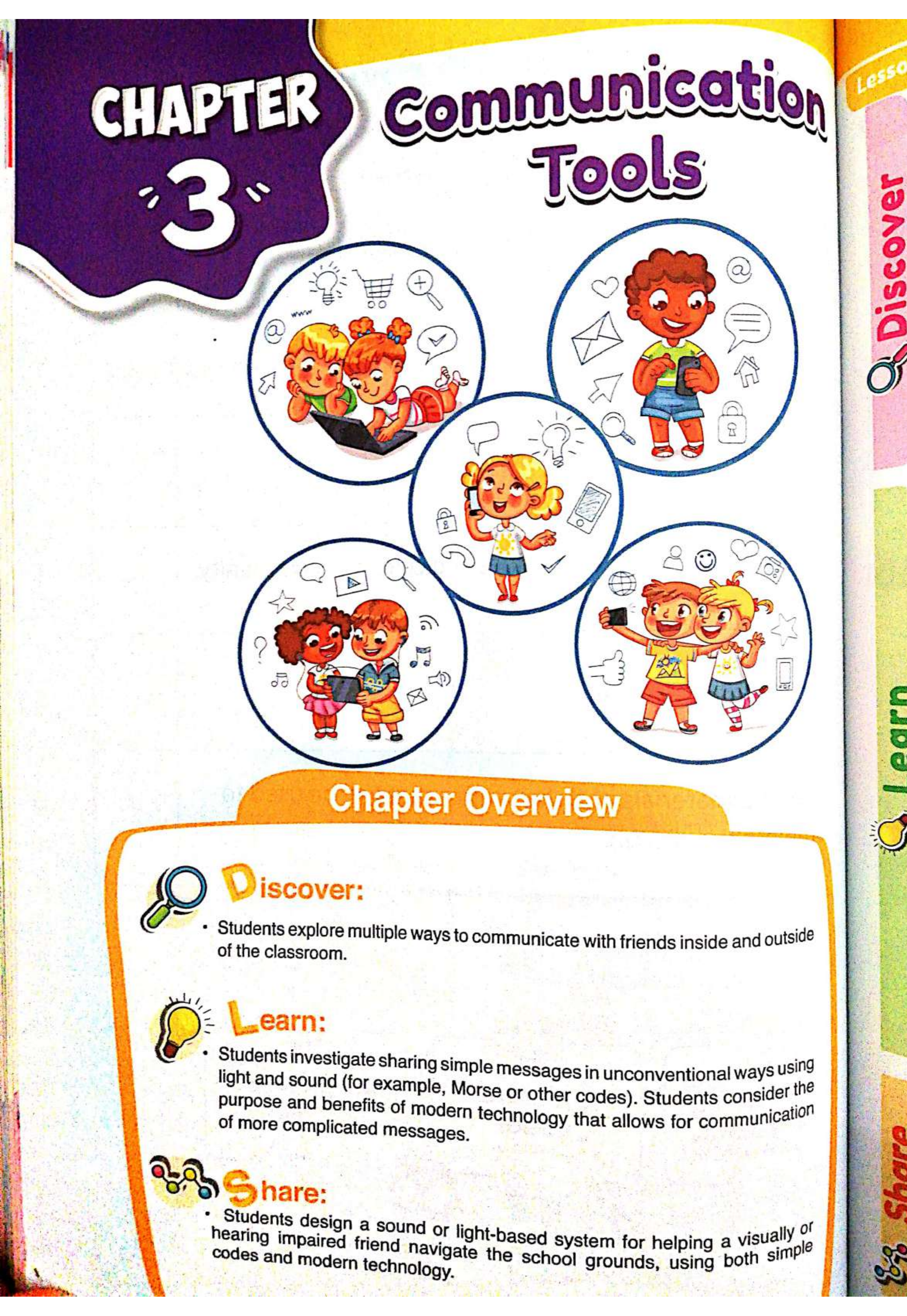
Tick (✓) the elements you have in your mosaic picture:

I have an idea for making a mosaic picture.	
I have a picture of my mosaic.	
The picture represents the values and culture of community.	
The picture is colorful.	
I have the materials and the shapes that will be used to complete the design.	

Tick (✓) how well you did.

My picture still needs work.	My picture is good.	My picture is excellent.

CHAPTER 3 Communication Tools



Chapter Overview

Discover:

- Students explore multiple ways to communicate with friends inside and outside of the classroom.

Learn:

- Students investigate sharing simple messages in unconventional ways using light and sound (for example, Morse or other codes). Students consider the purpose and benefits of modern technology that allows for communication of more complicated messages.

Share:

- Students design a sound or light-based system for helping a visually or hearing impaired friend navigate the school grounds, using both simple codes and modern technology.

Section	Lesson	Students will:	Key vocabulary
Discover	1	- Identify different ways to communicate. - Graph and analyze types of communication.	- Technology.
	2	- Describe how computers and other technologies help us communicate. - Discover how to stay safe when communicating online.	- Password.
	3	- Discover codes used to send messages over long distance.	- Code.
Learn	4	- Learn basic concept of using code to build a computer program. - Describe how patterns are used in computer codes.	- Coding. - Function.
	5	- Describe ways to communicate using light. - Investigate how light can be blocked or pass through different materials.	- Block. - Interfere. - Properties. - Reflect.
	6	- Observe how light travels. - Record observations by drawing and writing.	- Reflect.
	7	- Investigate ways to create sound with various objects. - Explore the importance of sound and light in daily life.	- Nonverbal.
	8	- Observe and describe patterns in Braille.	- Braille.
Share	9	- Apply learning to develop a method of communication using sound or light.	- Flashlights. - Mirrors.
	10	- Present a way to communicate using light or sound.	- Designed communication tools.



How Will I Communicate?

Note:

Technology is a human-designed solution to a problem that makes communication easier.

Activity 1 Match the suitable communication tool to each picture:



You want to make an order.



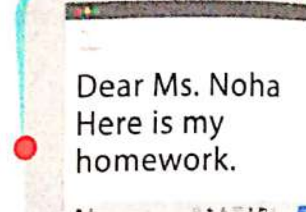
You want to wish your grandpa a happy birthday.



You want to invite your friend to come over.



You want to send your homework to the teacher.



Email



Phone call



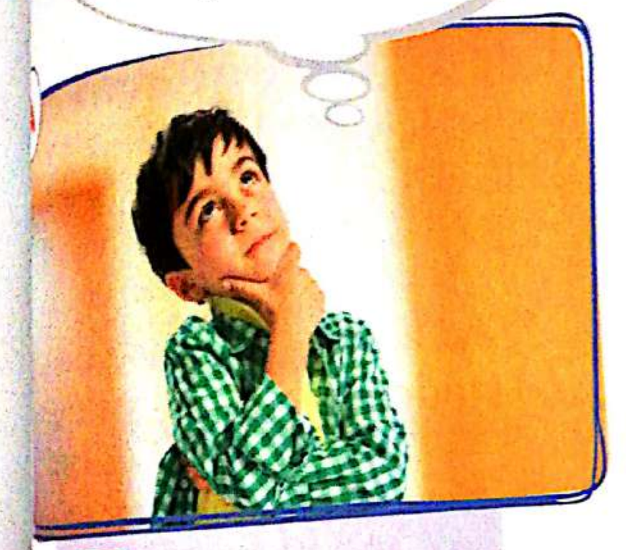
Video chat

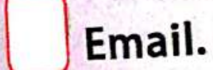


Text

- **Parents' tips: Activity (1):** Help your child learn about the different methods that people use to communicate and how people have designed technologies that provide new ways to communicate.
- **Aim:** Identify different ways to communicate.
- **Subjects integration:**
  - **Engineering design and process:** Understand the characteristics and scope of technology.
  - **Social studies:** Explain how technology makes it easier for humans to satisfy wants and needs.
- **Life Skills:** Demonstrate empathy in communicating with others.

Activity 2 Tick (✓) the suitable tool(s) of communication for each scenario:





- [ ] Email.
- [ ] Phone call.
- [ ] Video chat.
- [ ] Text.



- [ ] Email.
- [ ] Phone call.
- [ ] Video chat.
- [ ] Text.

Choose:

- **You can use more than one communication tool for each scenario (picture):**



- [ ] True.
- [ ] False.

- **Parents' tips: Activity (2):** Help your child guess the suitable communication tools for each scenario.
- **Aim:** Identify different ways to communicate.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers and adults about various communication tools.
  - **studies:** Explain how technology makes it easier for humans to satisfy wants and needs.
  - communicating with others.



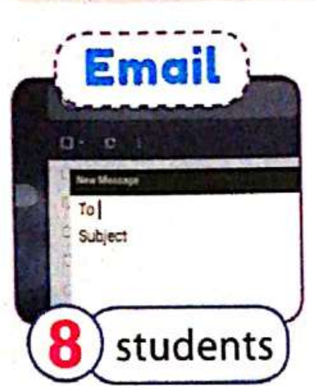


Graphing Communication

Activity 3 Read the following, then complete the bar graph:

Your class wants to make a party and invite all the parents. Students choose different communication tools to invite them.

Email



8 students

Text



5 students

Video call

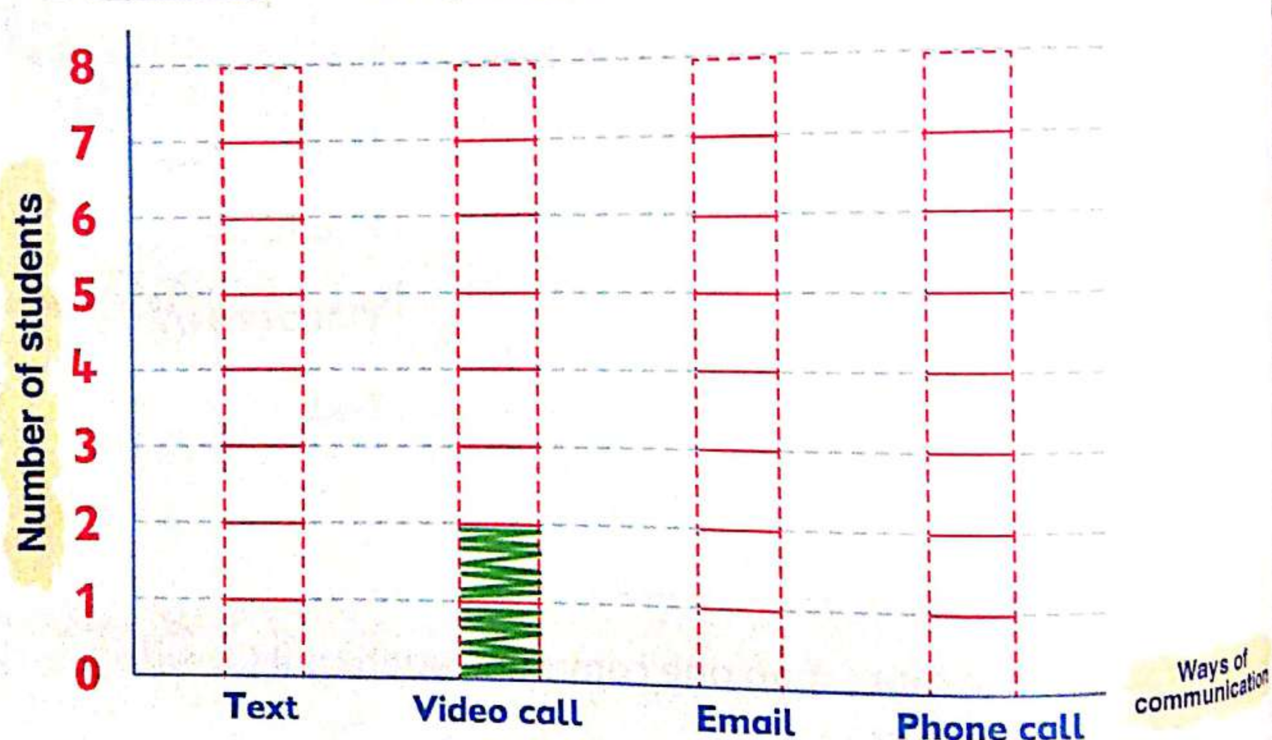


2 students

Phone call



3 students



Complete

- **The communication tool that students use the most is ....**

Parents' tips: Activity (3): Help your child understand how we can use different tools of communication for the same purpose, then assist him/her to complete the bar graph.

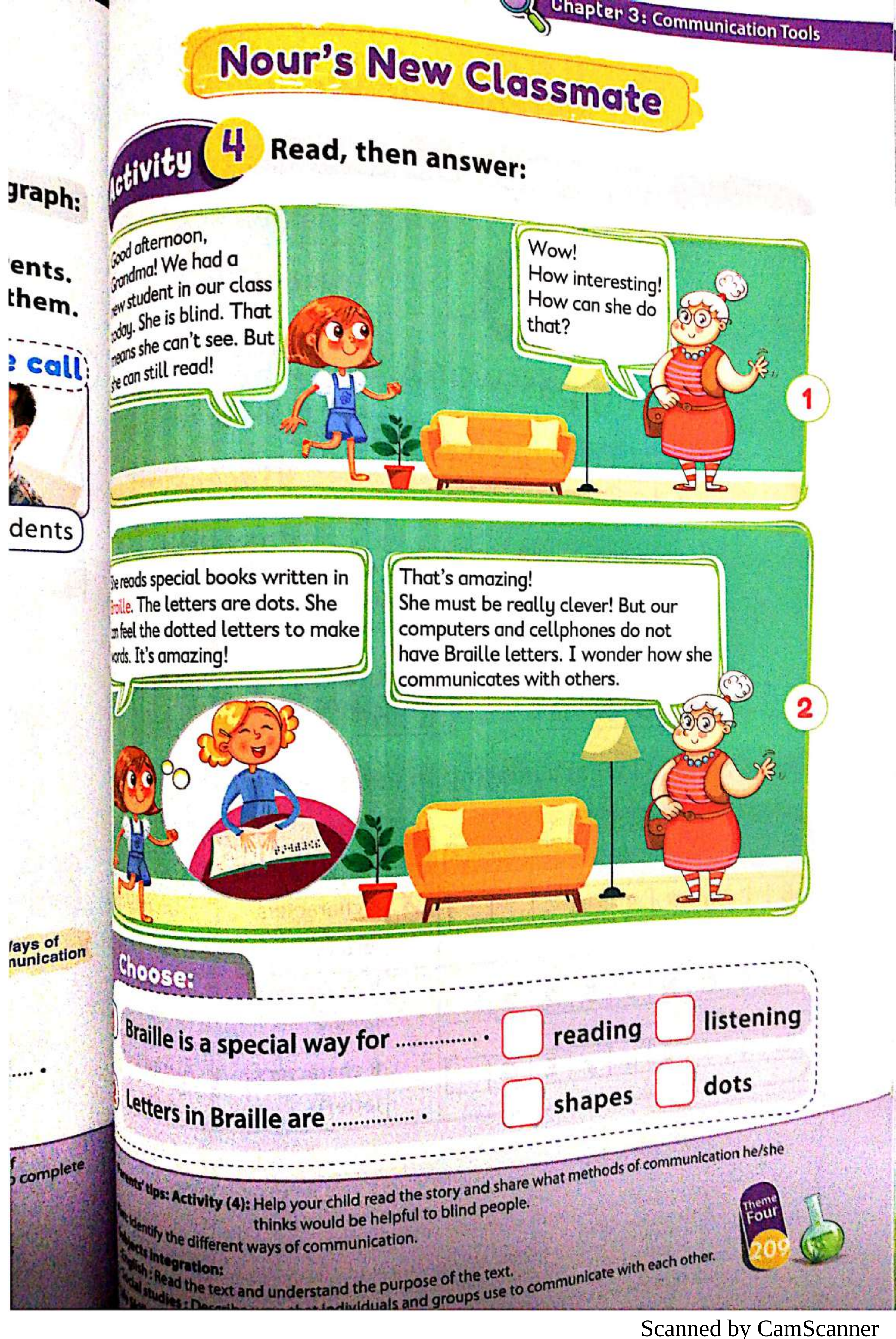
Aim: Graph and analyze types of communication.

Subjects integration:

- **English:** Participate in collaborative conversations with peers and adults about various communication tools.
- **Math:** Organize data into a scaled bar graph.

Life Skills: Demonstrate empathy in communicating with ot...





Nour's New Classmate

Activity 4 Read, then answer:

Choose:

1. Braille is a special way for .... ☐ reading ☐ listening
2. Letters in Braille are .... ☐ shapes ☐ dots

Parents' tips: Activity (4): Help your child read the story and share what methods of communication he/she thinks would be helpful to blind people.

Identify the different ways of communication.

Subjects integration:

English : Read the text and understand the purpose of the text.

Social studies : Describe ... individuals and groups use to communicate with each other.

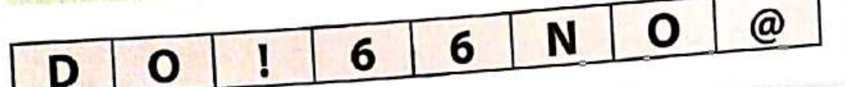




Activity 1 Look, then answer:



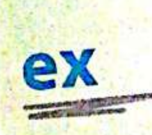
Strong password





must have (8 or more characters)

Include



letters	numbers	symbols
D O N O	6 6	! @

Now, cross (X) what's missing in each password:

Password	What's missing?
B i g # 4	X 8 characters ☐ numbers ☐ letters ☐ symbols
L i O N 5 5 2 2	☐ 8 characters ☐ numbers ☐ letters ☐ symbols
H i ! # @ y E G	☐ 8 characters ☐ numbers ☐ letters ☐ symbols

- **Parents' tips: Activity (1):** Help your child learn the requirements for making a strong password that must be 8 characters or more, these characters include letters, numbers, or symbols.
- **Aim:** Discover how to stay safe when communicating online.
- **Subjects integration:**
  - **English:** Read and comprehend an informational text.
  - **Information and communication technologies:** Demonstrate responsible use of technology such ... password.



Activity 2 Tick (✓) the strong passwords only:

Password	Strong
Dogs	☐
ZeyadMohsen	☐
Dog-88?!	✓
2B3C4D5*!	☐
12345678	☐
H@ts246*	☐

Activity 3 Look, then answer:

A Big#small1

B A@c#48!B

Note: It's easier to use words broken with symbols/numbers like: Big#small 2 ✓ than random characters A@C#48! B ✗

Choose:

Which password is easier to remember?

☐ A ☐ B

- **Parents' tips: Activities (2 & 3):** Help your child identify the strong passwords and remind him/her with the criteria for a strong password.
- **Aim:** Discover how to stay safe when communicating online.
- **Subjects integration:**
  - Science: Use observations to differentiate between strong and weak passwords.
  - Information and communication technologies: Demonstrate responsible use of technology such as setting up protection like a password.
- **Life Skills:** Reading - Writing - Nonverbal communication skills.

Making a Strong Password

Activity 4 Write ideas for your password:

Characters	
Letters, words or names	....
Number/s	....
Symbol/s	....

Note: It is easier to use words you know with symbols & numbers instead of random letters.



Now, write your password here:

Then, tick (✓) what your password has:

- My password is 8 or more characters. ☐
- My password has numbers. ☐
- My password has letters. ☐
- My password has symbols. ☐
- My password has words broken by letters & symbols. ☐

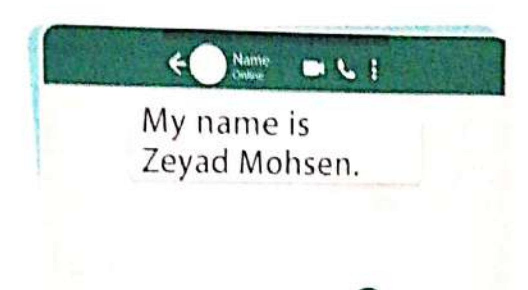
- **Parents' tips: Activity (4):** Help your child create a strong password that contains different "letters, numbers & symbols". (**Note:** Use words that can be easier to remember.)
- **Aim:** Discover how to stay safe when communicating online.
- **Subjects integration:**
  - **English:** Create a strong

Being Responsible Online

Activity 5 Place the following behaviors in the correct box:



Talk to strangers online.



Share your full name with a stranger.



Tell someone your parents are not home.



Talk to friends and play games.



Tell your parents about everything that happens online.



Share hobbies with friends.

Safe ✓	Unsafe ✗
....	Talk to strangers online
Share hobbies with friends	....
....	....

- **Parents' tips: Activity (5):** Help your child understand the rules of how we can stay safe while using online communication tools. (internet)
- **Aim:** Describe how computers and other technologies help us communicate.
- **Subjects integration:**
  - **English:** Read the text and understand the purpose of the text.
  - **Information and communication technologies:** Explain safety issues in using electronic media at home or school.
- **Life Skills:** Reading - Writing - Nonverbal communication skills.





Activity 6 Help Zeyad write a letter to his 6-year-old brother to advice him how to use the internet safely.

Use the following informations.

Safe ✓	Share hobbies with friends.	Talk to friends and play games.	Tell your parents about everything that happens on the internet.
Unsafe ✗	Talk to strangers.	Tell someone your parents are not home.	Share your full name with strangers.

Dear Mohab,
How are you?
I learned about using the internet safely today and wanted to share with you the following advices:

You can:
- ....
- ....
- ....

But you should NEVER
- ....
- ....
- ....

Hope this was useful.
Take care!

Yours Sincerely,
......Zeyad......

- **Parents' tips: Activity (6):** Help your child complete the letter using the given information to know how to stay safe while communicating online.
- **Aim:** Describe how to stay safe while communicating online.
- **Subjects integration:**
  - **English:** Read the text and understand the purpose of the text.
  - Information and communication...



Communicating Long Ago



Read, then complete using the words below:

[Smoke signals - Telegraph]

....



How does it work?

Long ago, people communicated with each other using fire or smoke. Smoke from a fire can rise in different sizes, locations, colors and patterns.
It is used as a code to communicate a message.

....



How does it work?

It sends a series of short and long clicks.
The clicks are sent in patterns that are matched to letters. The person on the other end uses the pattern to spell words.
This code is called Morse code.

Note:
- **Both we used in the past.**
- **Both can be used for long distances.**
- **Both are still used now in some places.**

Parents' tips: Activity (1): Discuss with your child how people communicated long ago and how new technology makes communication fast and easy.

Aim: Discover codes used to send messages over long distance.

Subjects Integration:
- **English:** Read and understand the purpose of the text.
- **Science:** Identify the ways used to communicate over a distance.

Life Skills: Reading - Define relationships between different objects.



Morse Code

Activity 2 Look at Morse code table, learn, then try to spell the words:

Letter	Code
A	•—
B	—•••
C	—•—•
D	—••
E	•
F	••—•
G	——•
H	••••
I	••
J	•———
K	—•—
L	•—••
M	——

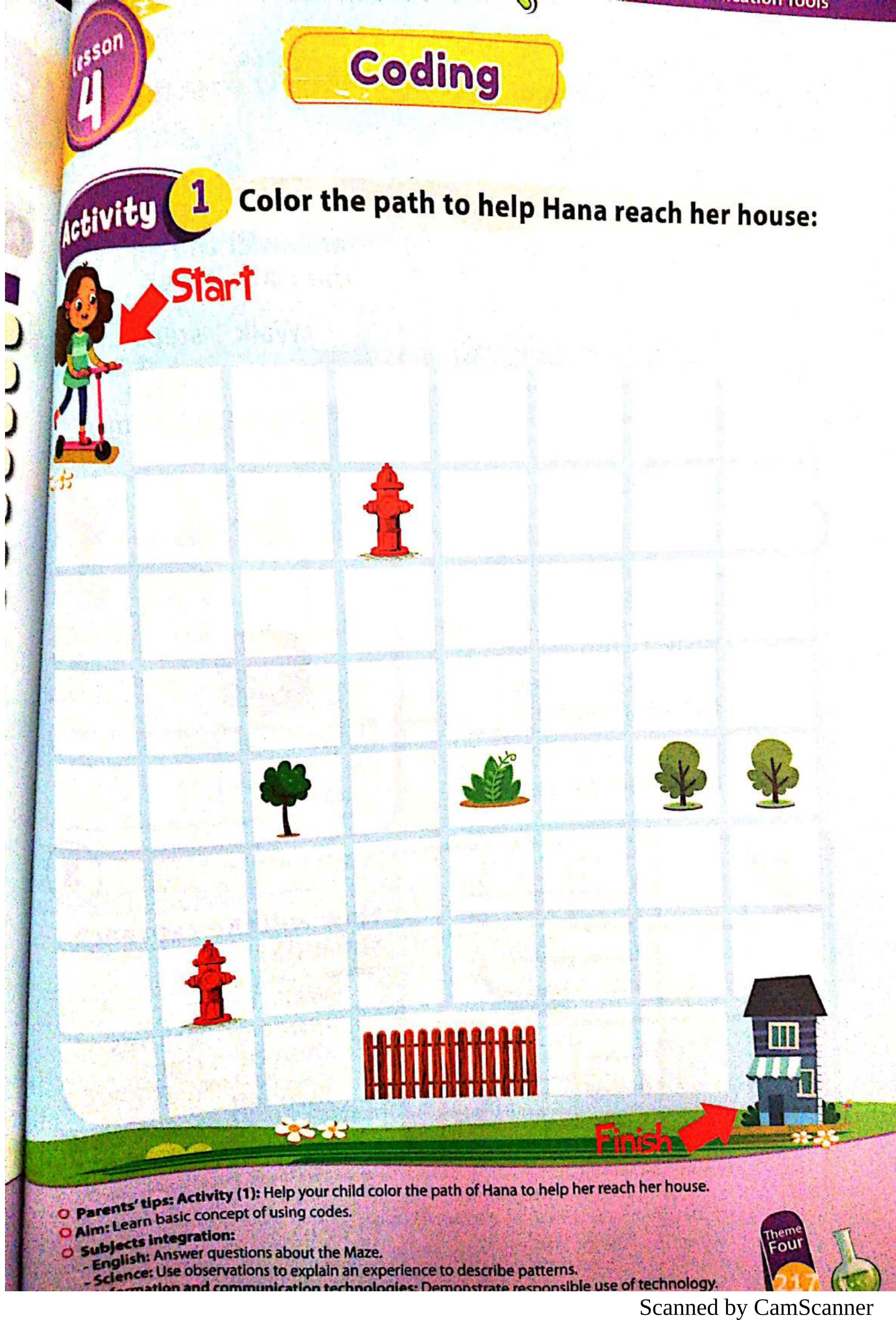
Letter	Code
N	—•
O	———
P	•——•
Q	——•—
R	•—•
S	•••
T	—
U	••—
V	•••—
W	•——
X	—••—
Y	—•——
Z	——••

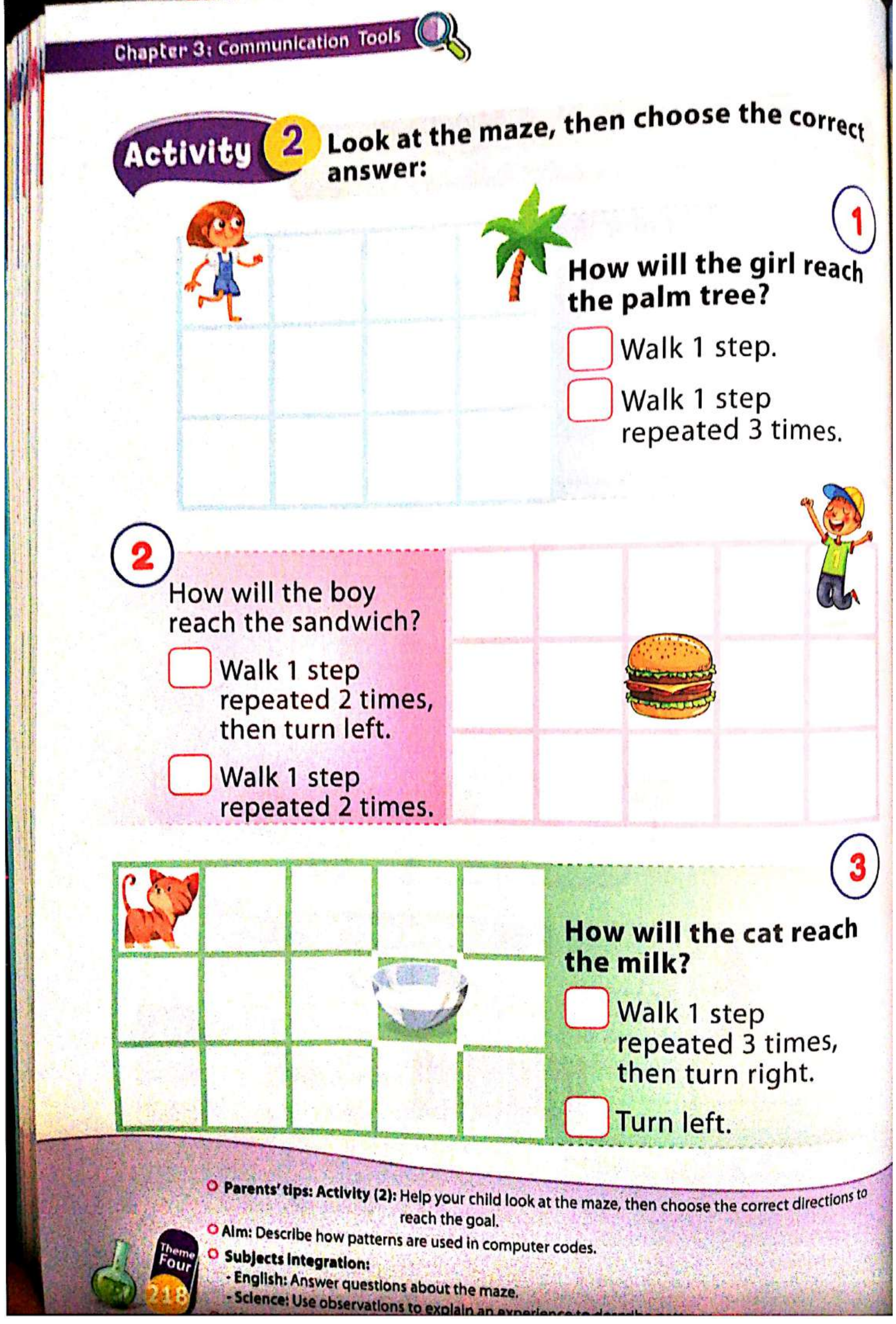
Number	Code
1	•————
2	••———
3	•••——
4	••••—
5	•••••
6	—••••
7	——•••
8	———••
9	————•
0	—————

Bonus

Spelling words	Morse code
C A T	—•—• / •— / —
....	——•• / ——— / ———
Write your name using Morse code.	....

- **Parents' tips: Activity (2):** Assist your child to learn the Morse code and help him/her use it to decode the given words, then let him/her try to write his/her name using Morse code.
- **Aim:** Discover codes used to send messages over long distances.
- **Subjects integration:**
  - **English:** Identify how to use Morse Code for communication.


Lesson 4
Coding
Activity 1
Color the path to help Hana reach her house:
Start
Finish
Parents' tips: Activity (1): Help your child color the path of Hana to help her reach her house.
Aim: Learn basic concept of using codes.
Subjects integration:
- English: Answer questions about the Maze.
- Science: Use observations to explain an experience to describe patterns.
Theme Four
217



Activity 2 Look at the maze, then choose the correct answer:

1 **How will the girl reach the palm tree?**

- ☐ Walk 1 step.
- ☐ Walk 1 step repeated 3 times.

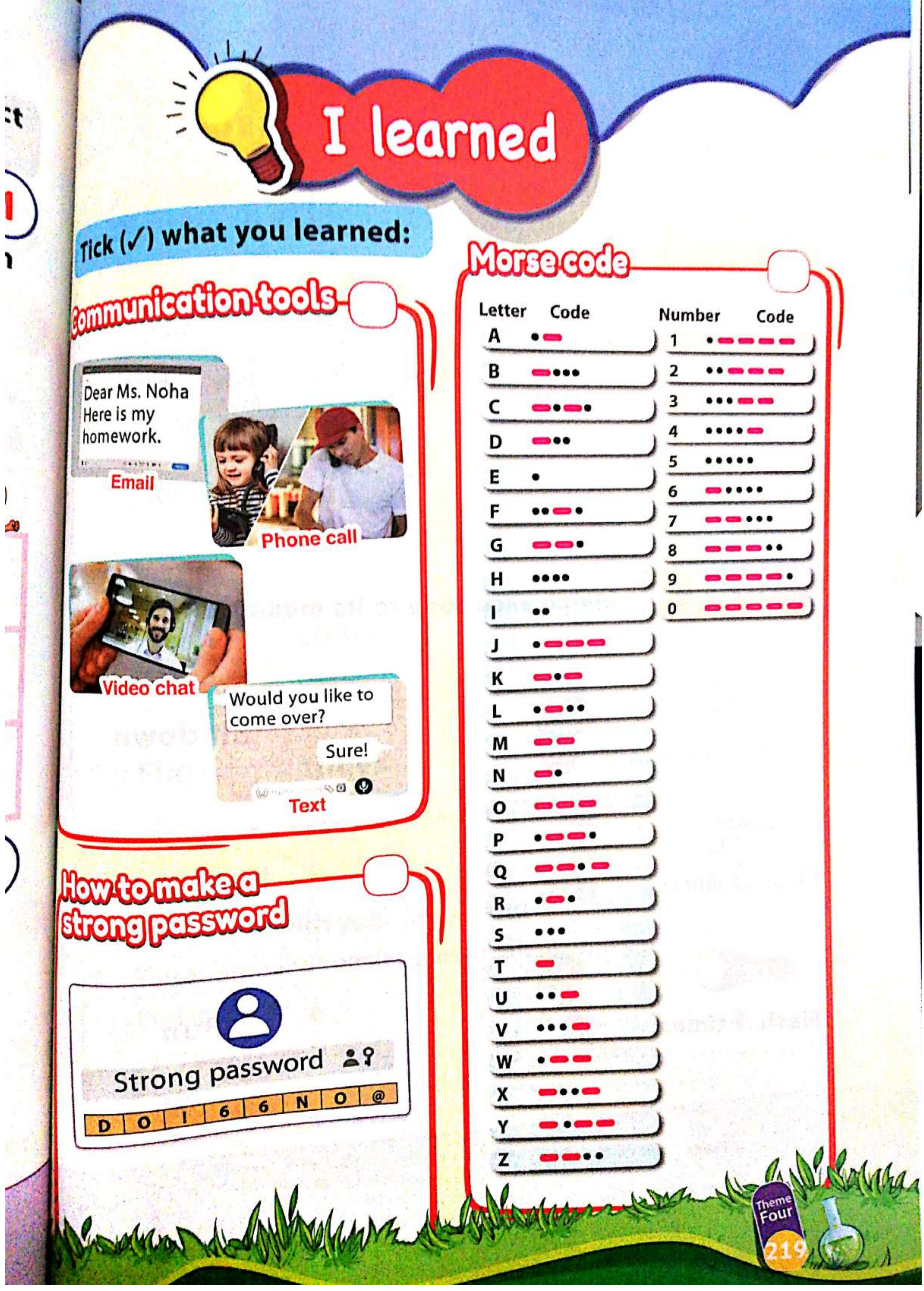
2 How will the boy reach the sandwich?

- ☐ Walk 1 step repeated 2 times, then turn left.
- ☐ Walk 1 step repeated 2 times.

3 **How will the cat reach the milk?**

- ☐ Walk 1 step repeated 3 times, then turn right.
- ☐ Turn left.

- **Parents' tips: Activity (2):** Help your child look at the maze, then choose the correct directions to reach the goal.
- **Aim:** Describe how patterns are used in computer codes.
- **Subjects Integration:**
  - **English:** Answer questions about the maze.
  - **Science:** Use observations to explain an experience to describe...



I learned

Tick (✓) what you learned:

Communication tools

How to make a strong password

Morse code

Letter	Code
A	•▬
B	▬•••
C	▬•▬•
D	▬••
E	•
F	••▬•
G	▬▬•
H	••••
I	••
J	•▬▬▬
K	▬•▬
L	•▬••
M	▬▬
N	▬•
O	▬▬▬
P	•▬▬•
Q	▬▬•▬
R	•▬•
S	•••
T	▬
U	••▬
V	•••▬
W	•▬▬
X	▬••▬
Y	▬•▬▬
Z	▬▬••

Number	Code
1	•▬▬▬▬
2	••▬▬▬
3	•••▬▬
4	••••▬
5	•••••
6	▬••••
7	▬▬•••
8	▬▬▬••
9	▬▬▬▬•
0	▬▬▬▬▬



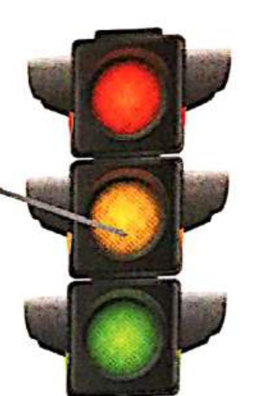
Secret Light Message

Activity 1 Match each traffic light to its meaning:

Slow down

Go

Stop



Note: Light can also be used to send messages just like smoke.

Activity 2 Match each code to its meaning.





Flash 2 times

Flash 5 times





Flash 3 times

Sit down

Jump (hop)

Run

- **Parents' tips: Activity (1):** Help your child match each traffic light to its meaning.
  Activity (2): Help your child understand each light code and match it to its meaning.
- **Aim:** Describe ways to communicate using light.
- **Subjects integration:**
  - **Science:** Explain the importance of light in daily life and create a way to use light to communicate over a distance.
  - **Social studies:** Identify how we can use light to communicate over a distance.
- **Life Skills:** Reading - Writing - Nonverbal communication skills.



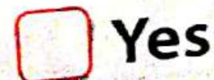
Use the flashlight to make your own code:

How many times to flash the light	What it means
Flash 4 times	I have finished my homework.
Flash ☐ times	....
Flash ☐ times	....
Flash ☐ times	....

Choose:

Now, try it with your family and friends.
Tell them what each code means and try it out!

Did it work?





- **Parents' tips: Activity (3):** Help your child make his/her code by using a flashlight and let him/her write the meaning of each code.
  - **Hint:** Don't direct the flashlight to the eyes of others.
- **Aim:** Describe ways to communicate using light.
- **Subjects integration:**
  - **Science:** Explain the importance of light in daily life and create a way to use light to communicate over a distance.
  - **Social studies:** Identify how we can use light to communicate over a distance.
- **Life skills:** Reading - Writing - Nonverbal communication skills.



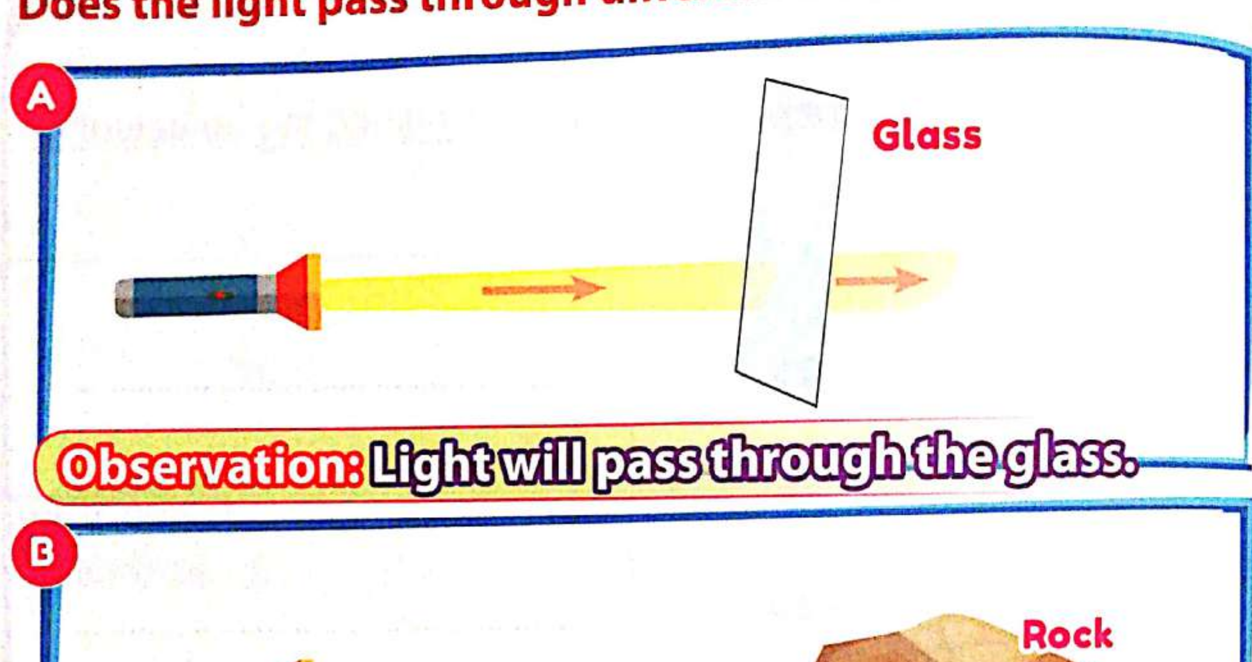
Light Scavenger Hunt

Let's do on experiment:

Now, switch on the flashlight and place each object in front of it.

Does the light pass through different materials?

A

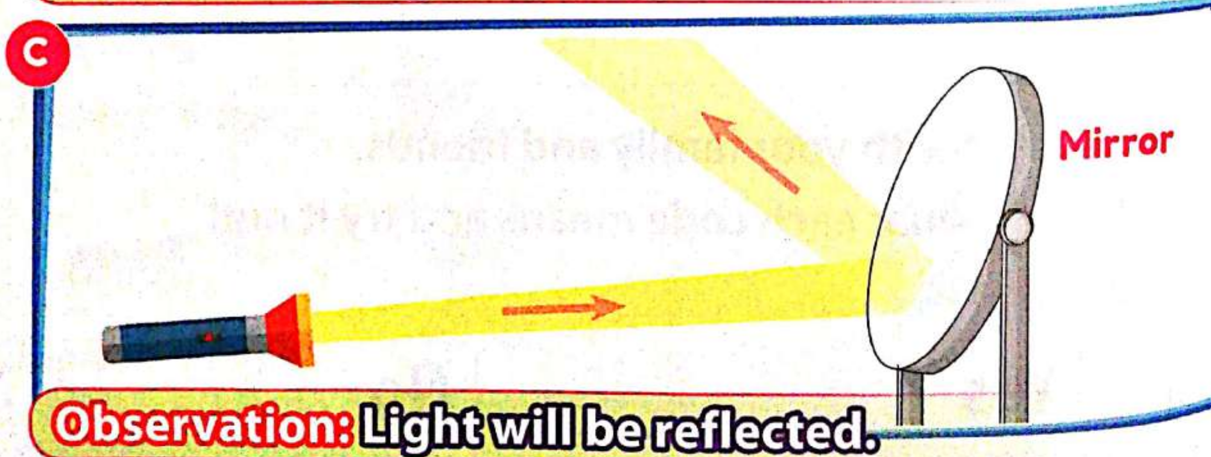


Observation: Light will pass through the glass.

B

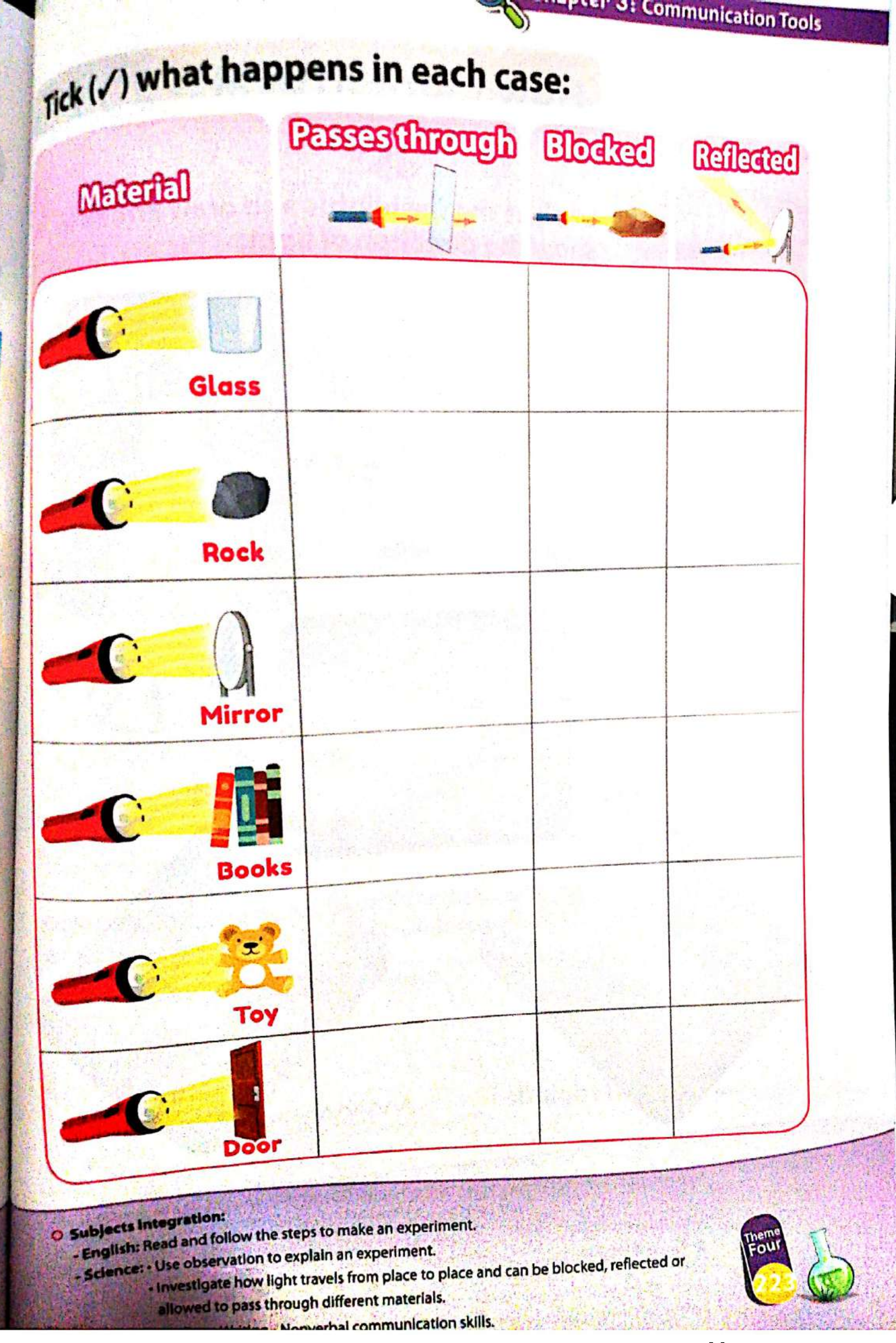
Observation: Light will be blocked.

C



Observation: Light will be reflected.

- **Parents' tips:** Help your child explore the objects that allow light to pass through, block light, or reflect it.
- **Aim:** Investigate how light can be blocked, reflected or pass through different materials.



Tick (✓) what happens in each case:

Material	Passes through	Blocked	Reflected
Glass			
Rock			
Mirror			
Books			
Toy			
Door			

- **Subjects Integration:**
  - **English:** Read and follow the steps to make an experiment.
  - **Science:** • Use observation to explain an experiment.
    • Investigate how light travels from place to place and can be blocked, reflected or allowed to pass through different materials.
  - Nonverbal communication skills.

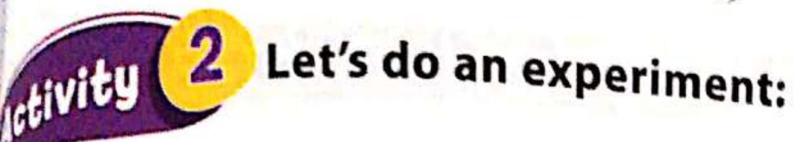


Lesson 6

How Light Travels

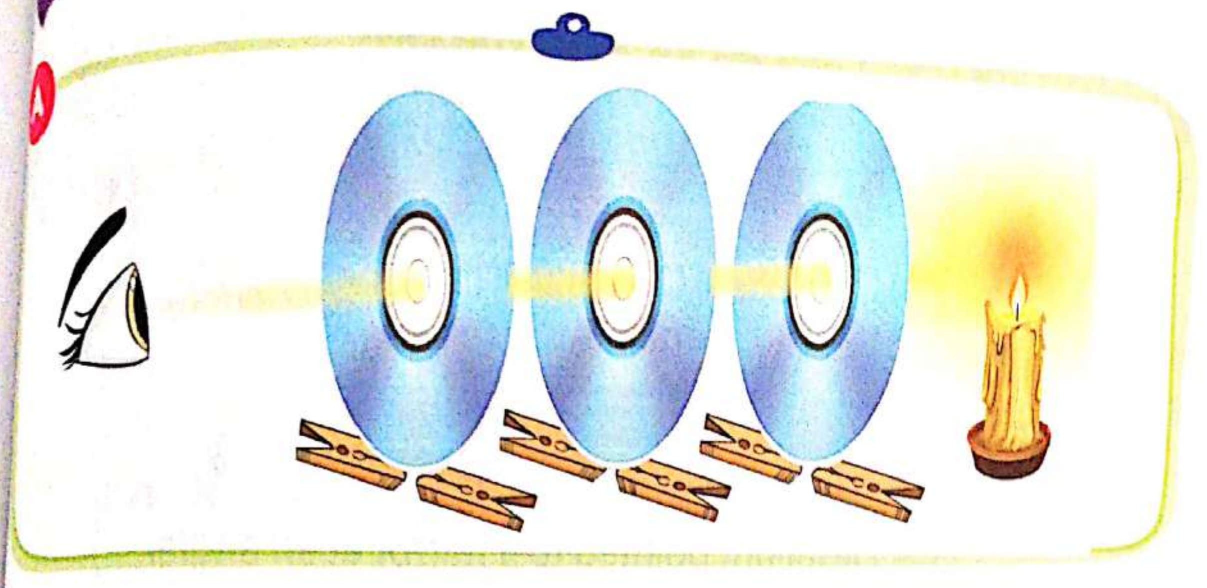
Activity 1 Look at the flashlights and draw arrows to show the direction of light:

- **Parents' tips: Activity (1):** Help your child look at the flashlights and identify the direction of the light, then draw arrows to show its direction.
- **Aim:** Observe how light travels.
- **Subjects Integration:**
  - **Science:** Investigate how light travels from place to another place.
  - **Art:** Use the pencil to draw the

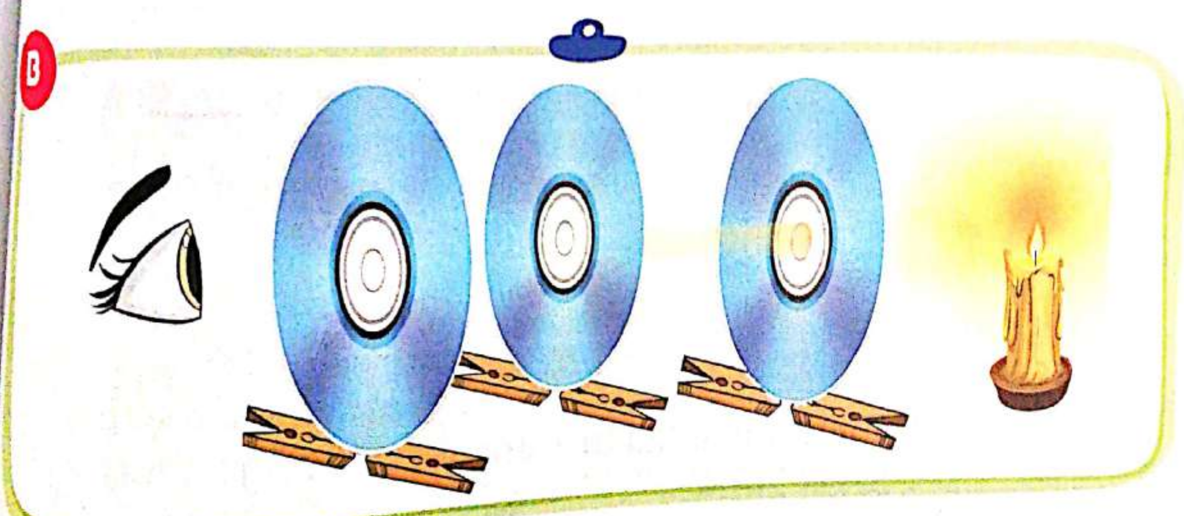


Let's do an experiment:

A



B



Look at the pictures and choose:

1. You can see the light in picture ☐ A ☐ B
2. Light travels/ moves in ....

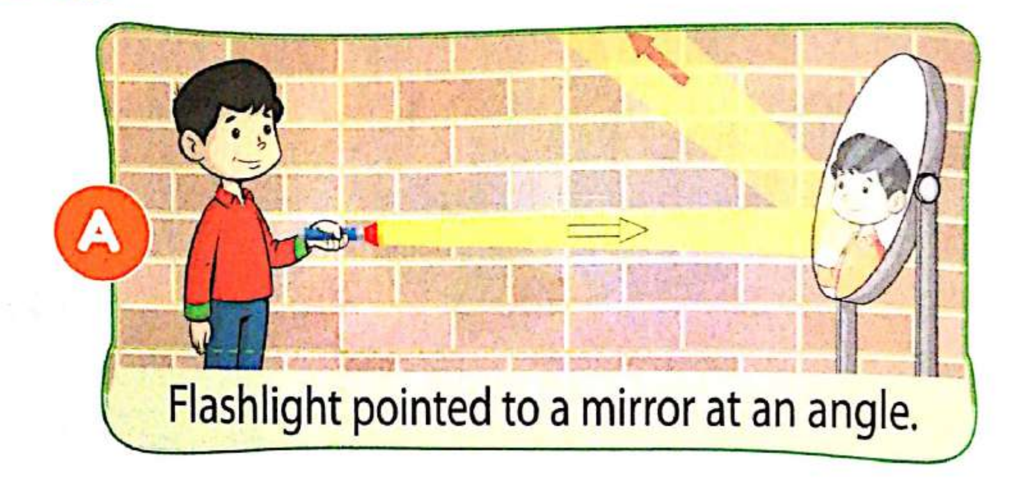
☐ zigzag lines ☐ straight lines

- **Parents' tips: Activity (2):** Assist your child to do an experiment using a candle to learn that the beam of "visible light" travels in straight lines.
- **Aim:** Observe how light travels in straight lines.
- **Subjects Integration:**
  - **English:** Answer questions about an experiment.
  - Investigate how light travels in straight lines.
  - ...nships between different objects.

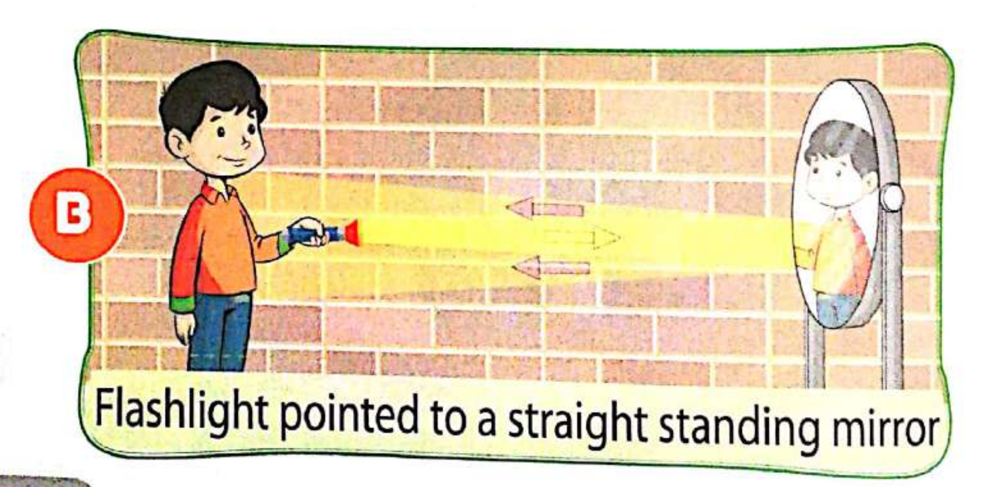


Exploring Reflections

Activity 3 Let's do an experiment:



Flashlight pointed to a mirror at an angle.



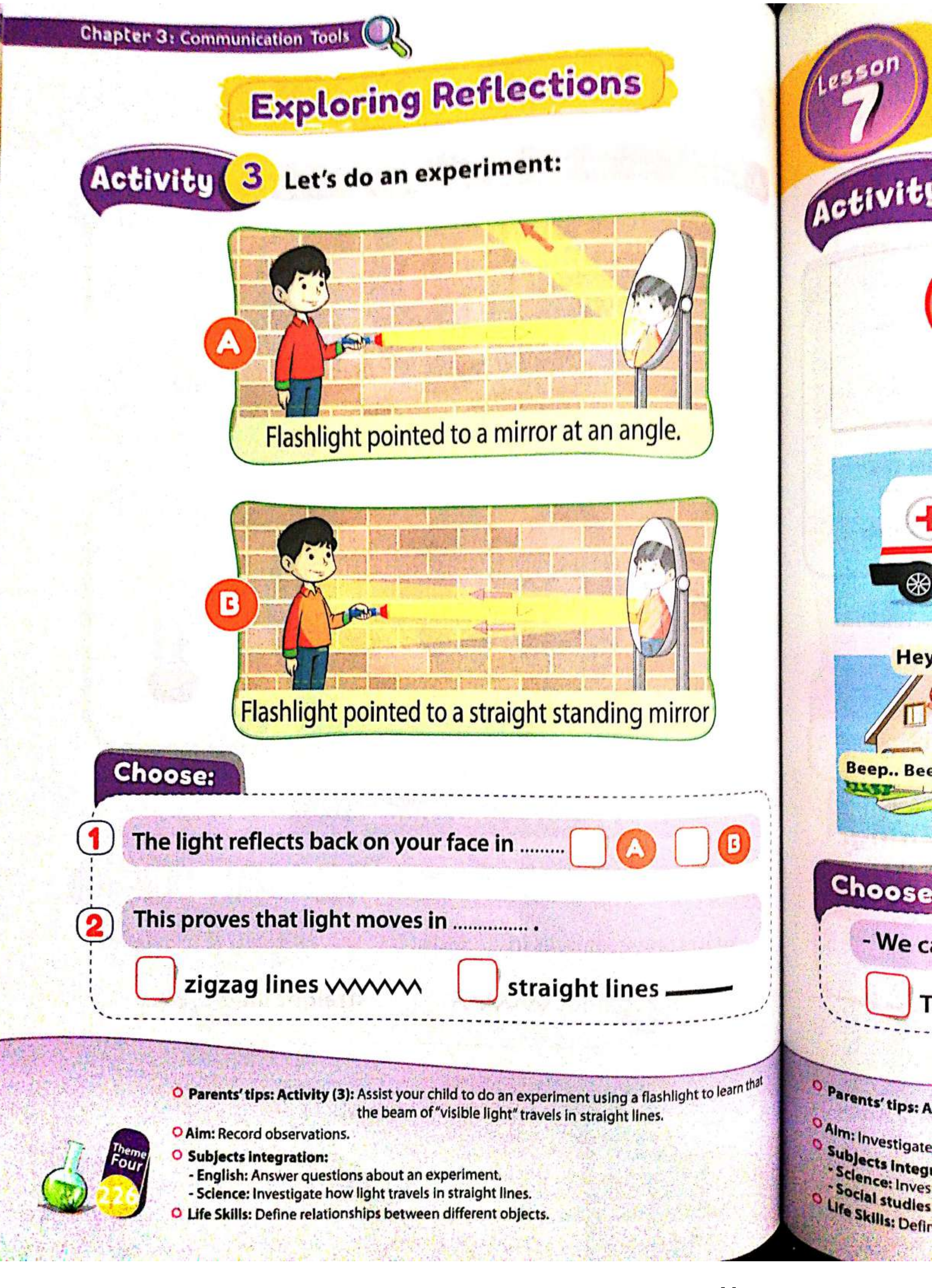
Flashlight pointed to a straight standing mirror

Choose:

1. The light reflects back on your face in .... ☐ A ☐ B
2. This proves that light moves in ....

☐ zigzag lines ☐ straight lines

- **Parents' tips: Activity (3):** Assist your child to do an experiment using a flashlight to learn that the beam of "visible light" travels in straight lines.
- **Aim:** Record observations.
- **Subjects integration:**
  - English: Answer questions about an experiment.



Exploring Reflections

Activity 3 Let's do an experiment:

A — Flashlight pointed to a mirror at an angle.

B — Flashlight pointed to a straight standing mirror

Choose:

1. The light reflects back on your face in .... ☐ A ☐ B
2. This proves that light moves in ....

   ☐ zigzag lines ☐ straight lines

- **Parents' tips: Activity (3):** Assist your child to do an experiment using a flashlight to learn that the beam of "visible light" travels in straight lines.
- **Aim:** Record observations.
- **Subjects integration:**
  - **English:** Answer questions about an experiment.
  - **Science:** Investigate how light travels in straight lines.
- **Life Skills:** Define relationships between different objects.



Exploring Sounds



1 Match each sound to its meaning:



Someone is sick. Please help us, so we can reach the hospital.



I have arrived! Come on, come down!



There is a fire. Please move to fire exits.

Choose:

- We can use sounds to send messages without speaking.

☐ True ☐ False

- **Parents' tips: Activity (1):** Help your child know that we also use tools that make sounds to send important messages like horns, sirens, or a fire alarms.
- **Aim:** Investigate ways to create sound with various objects.
- **Subjects integration:**
  ... investigate ways to create sound using variety of materials.



Did You Hear?

Activity 2

Tick (✓) the sound pattern of each object:

Object	Sound pattern	Object	Sound pattern
	☐ Beep beep ☑ Tick tick tick		☐ Beep beep ☐ Quack quack
	☐ Tick tick tick ☐ Quack quack		☐ Dum Tak ☐ Beep beep

Try making the following pattern using your pen:

Sound pattern	Meaning
Tick tick tick	I've finished!

Now make your own pattern and write its meaning.

Object	Sound pattern	Meaning
☐ Pen ☐ Drum	....	....

○ **Parents' tips: Activity (2):** Help your child explore the different materials (objects) that can be used to create different sound patterns to communicate (send messages).

○ **Aim:** Investigate ways to create sound with various objects.



A Bumpy Code

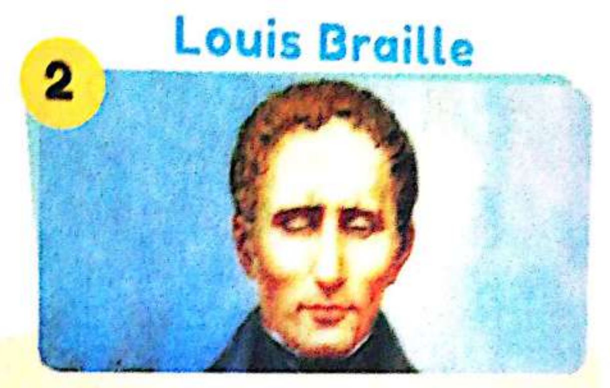


Read, then answer:



A special code was developed for soldiers to read messages in the dark.

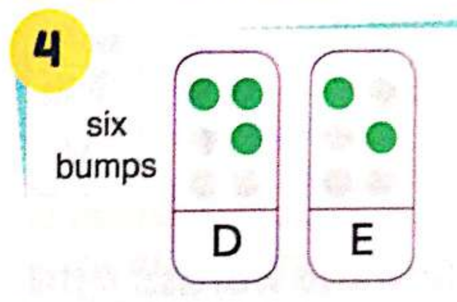
Louis Braille



Louis Braille was a blind child who improved this code when he was a teenager.



He used a system of raised dots or bumps. People use Braille by feeling the bumpy pattern with their hand.



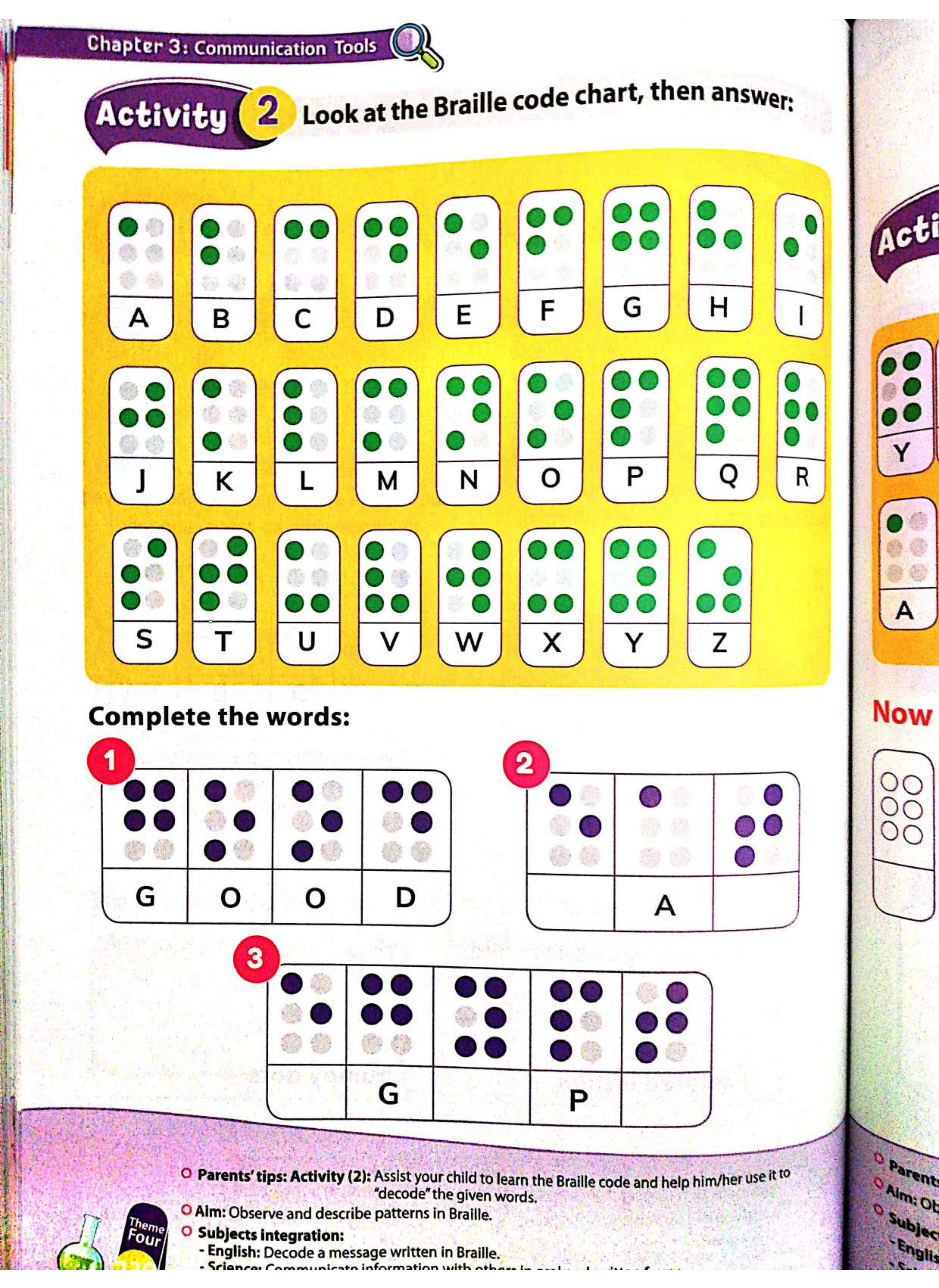
Different patterns are created on the six bumps for letters, numbers and even musical codes.

Choose:

1. Louis Braille was a blind child. ☐ True ☐ False
2. Braille code is a pattern of ....

   ☐ colored letters ☐ bumpy dots

- **Parents' tips: Activity (1):** Assist your child to read the text to know who is Louis Braille and how he helped blind people by inventing code that allows them to read.
- **Aim:** Observe and describe patterns in Braille.
- **Subjects Integration:**
  - English: Read the text and understand the purpose of the text.



Activity 2 Look at the Braille code chart, then answer:

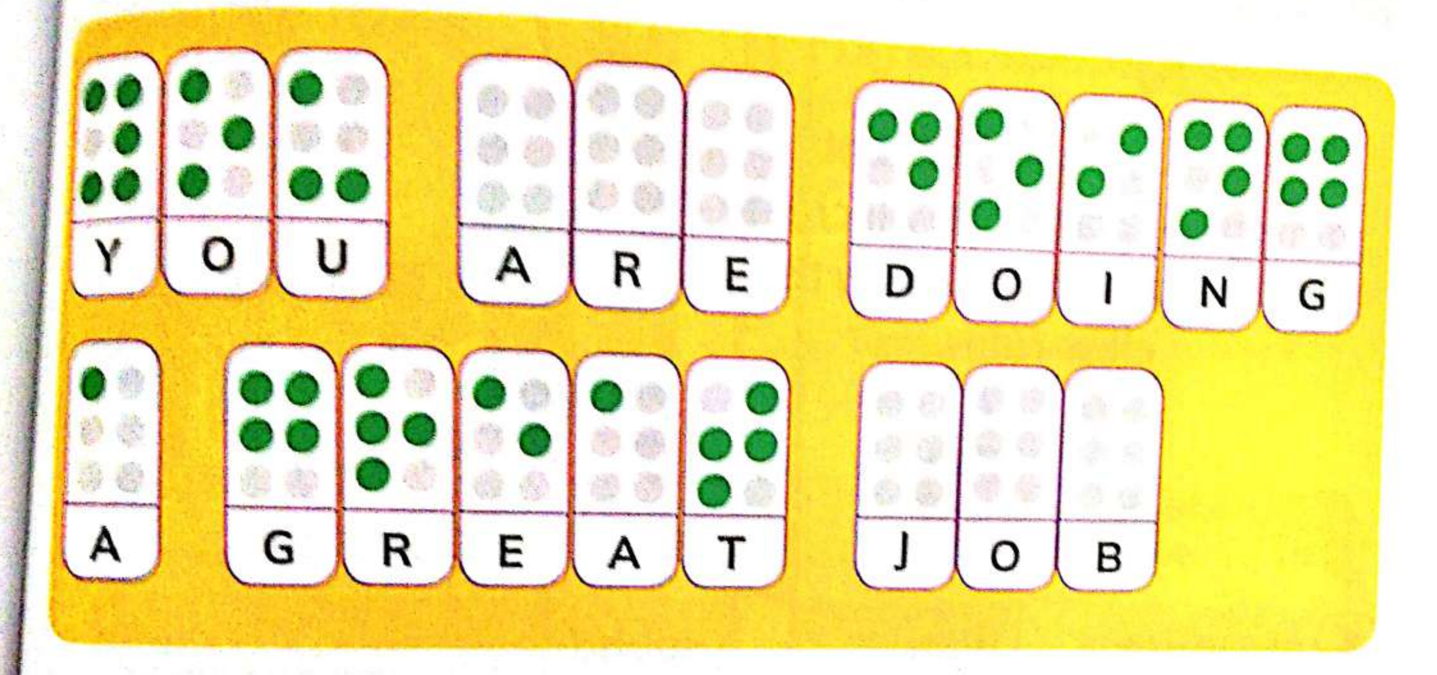
Complete the words:

- **Parents' tips: Activity (2):** Assist your child to learn the Braille code and help him/her use it to "decode" the given words.
- **Aim:** Observe and describe patterns in Braille.
- **Subjects integration:**
  - **English:** Decode a message written in Braille.

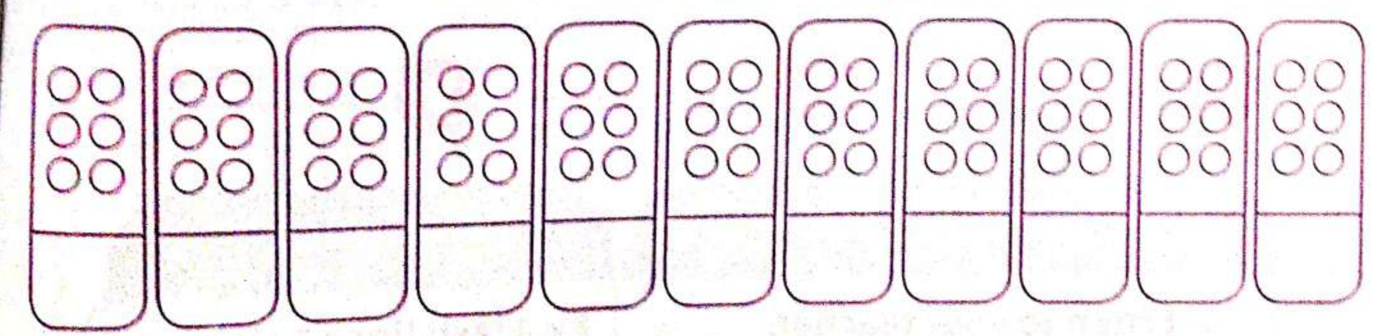
A Braille Message



Use the Braille code chart in the previous page to complete the following message:



Now write your own message using Braille code.

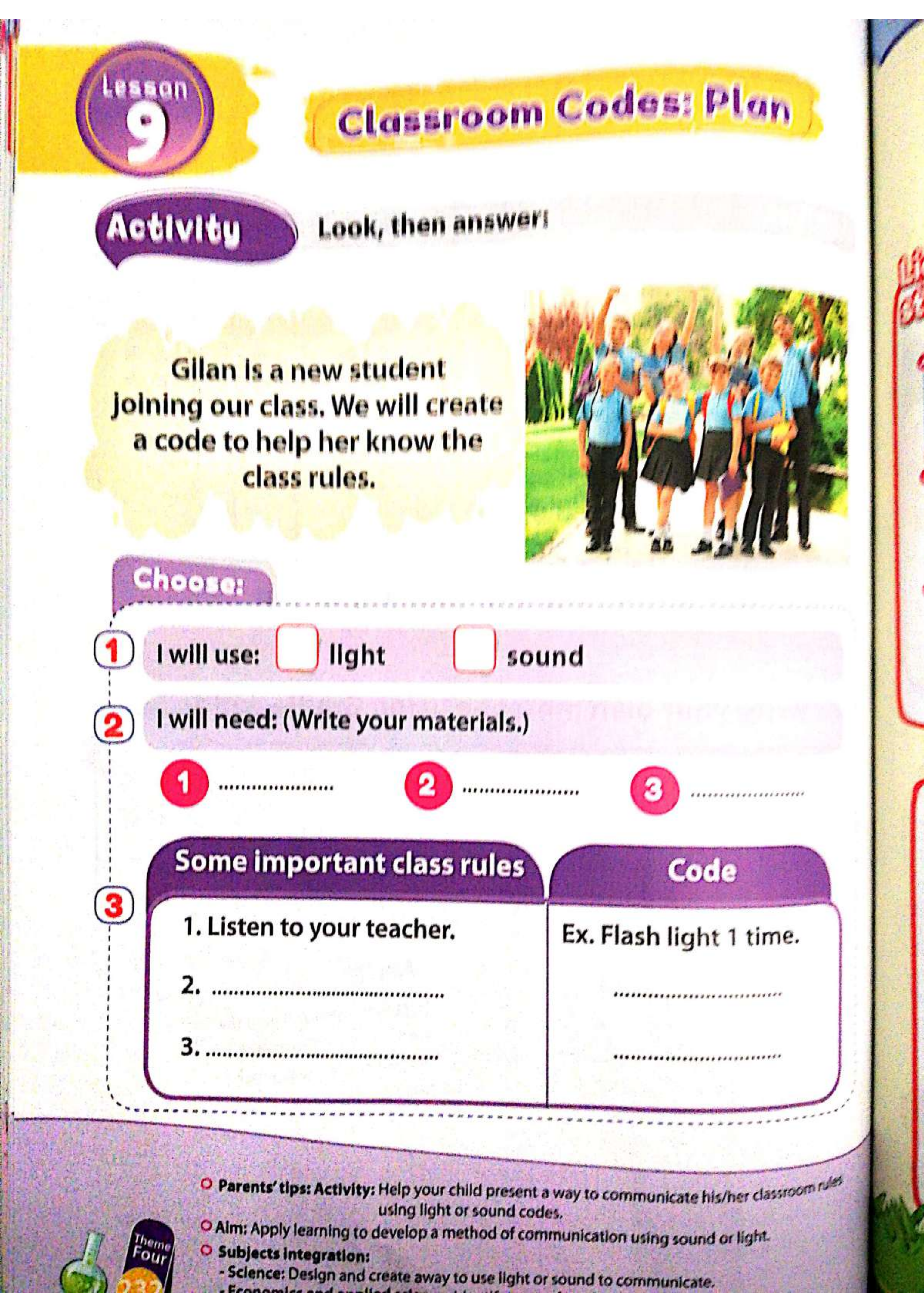


Note:

Next time when you're in the elevator, touch the numbers. Did you notice the bumps? That's Braille.

- **Parents' tips: Activity (3):** Help your child use the Braille code to "code" his/her own message.
- **Aim:** Observe and describe patterns in Braille.
- **Subjects Integration:**
  - **English:** Write a message using Braille code.





Lesson 9

Classroom Codes: Plan

Activity Look, then answer:

Gilan is a new student joining our class. We will create a code to help her know the class rules.

Choose:

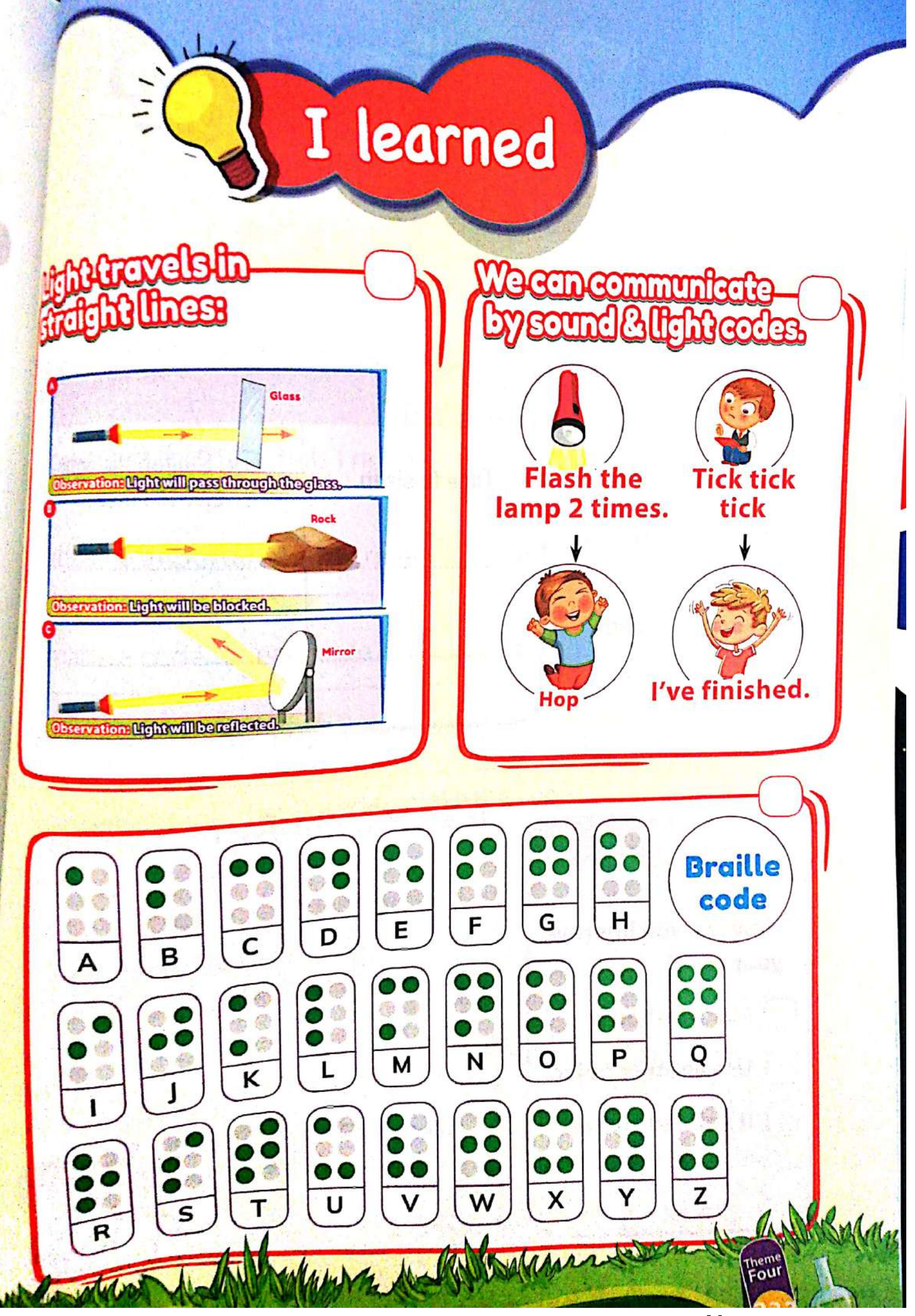
1. I will use: ☐ light ☐ sound
2. I will need: (Write your materials.)

   1. .... 2. .... 3. ....

3.

Some important class rules	Code
1. Listen to your teacher.	Ex. Flash light 1 time.
2.	....
3.	....

- **Parents' tips: Activity:** Help your child present a way to communicate his/her classroom rules using light or sound codes.
- **Aim:** Apply learning to develop a method of communication using sound or light.
- **Subjects Integration:**
  - **Science:** Design and create away to use light or sound to communicate.


I learned
Light travels in straight lines:
A
Glass
Observation: Light will pass through the glass.
B
Rock
Observation: Light will be blocked.
C
Mirror
Observation: Light will be reflected.
We can communicate by sound & light codes.
Flash the lamp 2 times.
Tick tick tick
Hop
I've finished.
Braille code
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z
Theme Four



Make a code for your home rules:

Materials

- I will use ....

☐ light ☐ sound

- Materials needed

....

....

Rule	Code
1. Time to sleep.	Ex. Switch the light Off 2 times.
2.	....
3.	....

Improve

- How can you improve your code?

☐ Make it shorter.

☐ Use another object.

☐ It's already good.

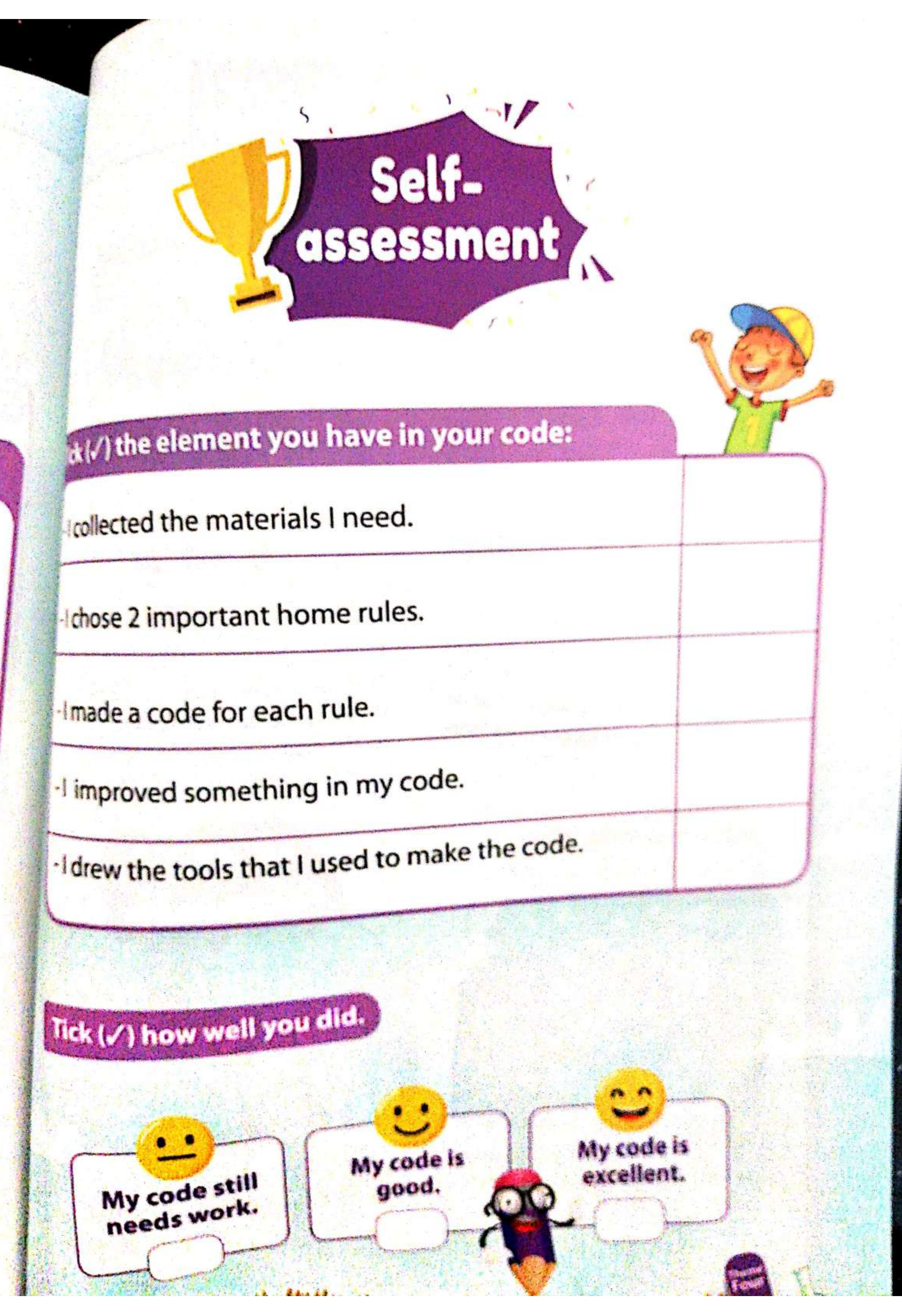
Draw the tools you will use



Tick

- I c
- I c
- I n
- I i
- I c

Tic



Self-assessment

...k (✓) the element you have in your code:

-I collected the materials I need.	
-I chose 2 important home rules.	
-I made a code for each rule.	
-I improved something in my code.	
-I drew the tools that I used to make the code.	

Tick (✓) how well you did.

- My code still needs work. ☐
- My code is good. ☐
- My code is excellent. ☐



Words Dictionary

Geography

Is the study of land, water and air and how they affect people's lives.

Legend

It is the key that helps us understand the meaning of colors and symbols on the map.

Weather map

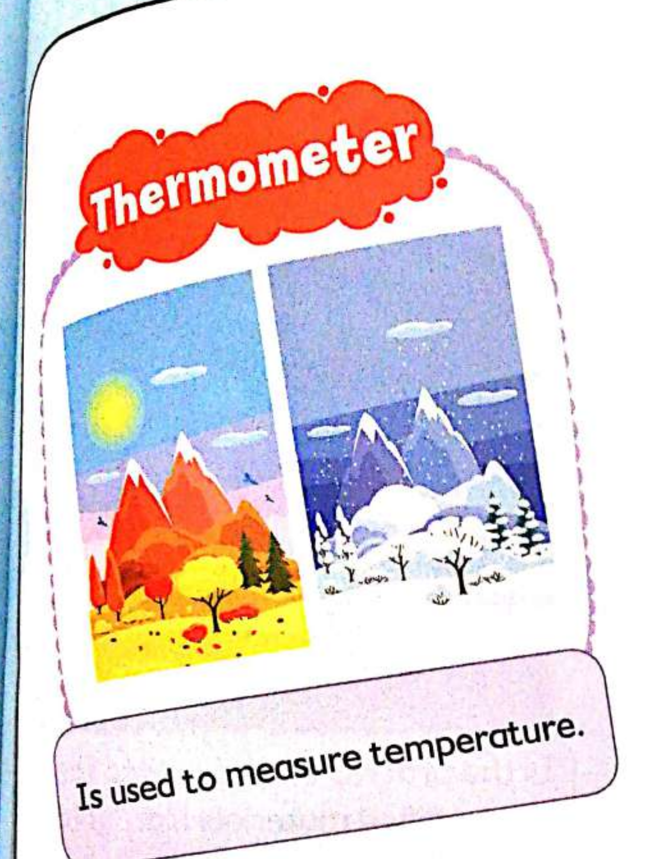
It tells us the weather in different cities.

Anemometer

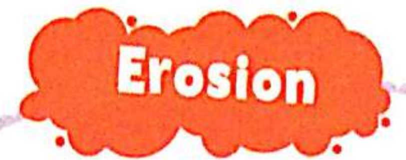
Is used to measure wind speed.

Scanned by CamScanner

Thermometer



Is used to measure temperature.

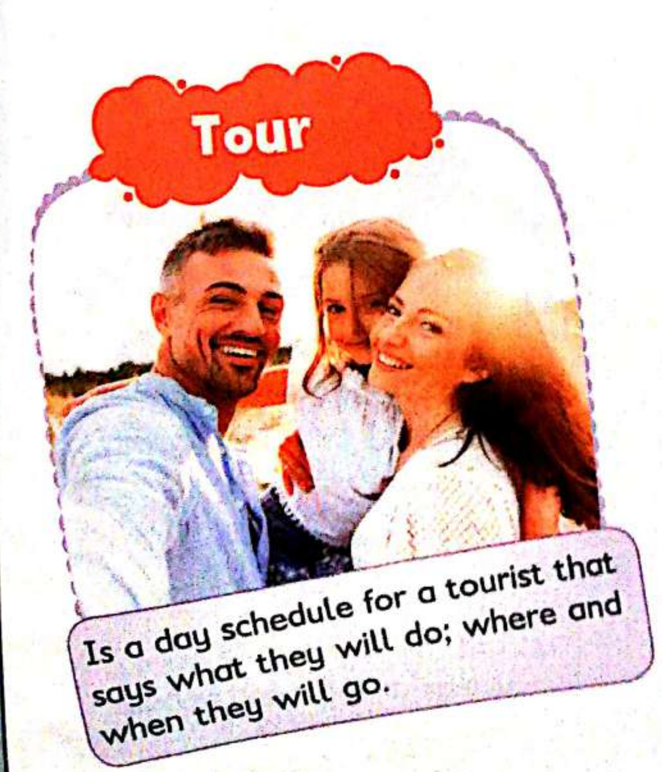


Erosion



We knew that "erosion" is the change in the shape of things around us by the effect of wind or water over time.

Tour



Is a day schedule for a tourist that says what they will do; where and when they will go.



Itinerary



Is the planned route for a journey.


Unique
Is something that is unusual or different from other things.
Mining
Is the process of digging into the earth to find materials like "gold or coal".
Economy
Tourism
Agriculture
Industry
Mining
Is everything involved in making, using, buying and selling of goods and services.
Diverse
Is the "differences" in cities, cultures, animals and people.
238

Verbal communication



We use words while communicating.

Nonverbal communication



We do not use words while communicating (We use facial expressions and body language to communicate).

Culture



Is the way of life for a group of people. It is made up of customs, beliefs and the way of doing things for a group of people.

Traditions



Are the beliefs or behaviors that are passed down from one generation to the next.


Folktales
Are stories passed orally from one person to another (they are used to communicate our culture).
Mosaic
Is a picture that is made by using small pieces of materials with different colors to create patterns. (materials can be seeds, beads, glass, paper and stone).
Aquatic
Is anything relating or being in water life.
Password
A password is like a lock. We use it to make sure that other people can not open our accounts.
رقم الإيداع: ٢٠١٩/٢٥٠٦٣
NAHDET MISR